

1-1943

## College Catalog 1942-1943

University of Northern Iowa

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# BULLETIN OF THE IOWA STATE TEACHERS COLLEGE

CATALOG ISSUE



ADMINISTRATION BUILDING

JANUARY ★ ★ ★ ★ ★ 1943

# BULLETIN OF THE

# I O W A *State Teachers* C O L L E G E

CATALOG ISSUE

1942-1943

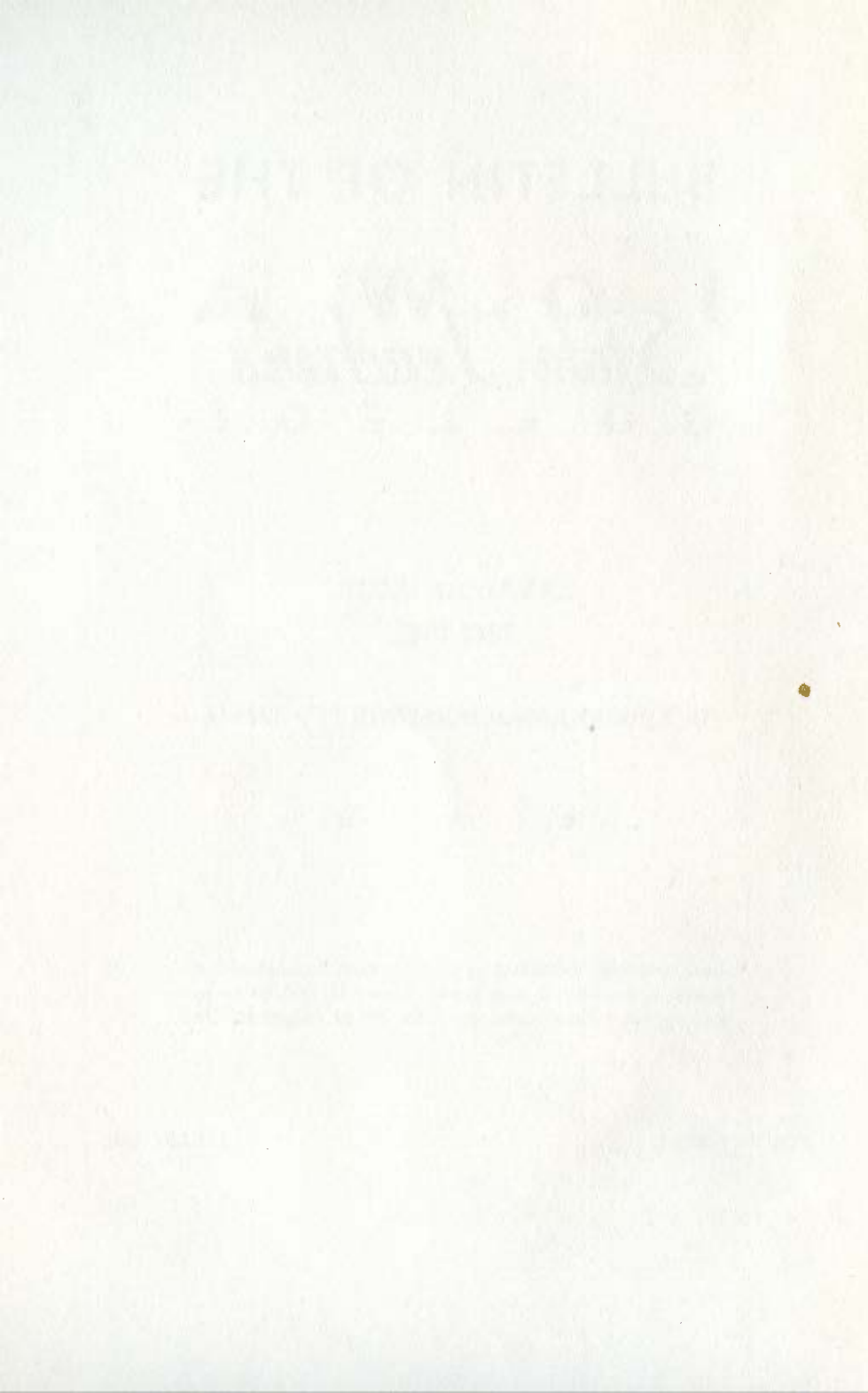
INCLUDING ANNOUNCEMENTS FOR 1943-44



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VOL. XLIV, NO. 1

JANUARY, 1943





# Answers to Your Questions

Many of the questions commonly asked by young people considering enrollment at this college may be answered by referring to the pages indicated in this abbreviated index. For a more detailed index, see pages 156 to 158.

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# College Calendar for 1943-44

## Summer Quarter, 1943—Twelve Weeks

1943

June 1, Tuesday —Registration, 7:00 a. m. to 5:00 p. m.

June 2, Wednesday—Registration, 7:00 a. m. to 5:00 p. m.

June 3, Thursday —Instruction begins, 8:00 a. m.

Aug. 19, Thursday —Graduating Exercises, 7:30 p. m.

Aug. 20, Friday —Quarter ends, 12:00 noon.

A Six-Week Session will be held on the campus from June 21, 1943 to July 30, 1943, inclusive.

June 21, Monday —Registration, 8:00 a. m. to 5:00 p. m.

June 22, Tuesday —Instruction begins, 8:00 a. m.

July 30, Friday —Six-Week Session ends, 12:00 noon.

## Fall Quarter, 1943—Twelve Weeks

Sept. 7, Tuesday —Registration of All Students Enrolling at  
Sept. 8, Wednesday—this College for the First Time. (Report  
on Tuesday at 8:00 a. m.)

Sept 9, Thursday —Registration of All Students Who Have  
Previously Been in Attendance at this  
College, 8 a. m. to 5:00 p. m.

Sept. 10, Friday —Instruction begins, 8:00 a. m.

Nov. 24, Wednesday—Quarter ends, 12:00 noon.

## Winter Quarter, 1943-44—Twelve Weeks

Nov. 29, Monday —Registration 8:00 a. m. to 5:00 p. m.

Nov. 30, Tuesday —Instruction begins, 8:00 a. m.

Dec. 21, Tuesday —Holiday recess, 5:00 p. m.

Dec. 29, Wednesday—Instruction resumes, 8:00 a. m.

1944

Feb. 25, Friday —Quarter ends, 12:00 noon.

## Spring Quarter, 1944—Twelve Weeks

Feb. 29, Tuesday —Registration, 8:00 a. m. to 5:00 p. m.

Mar. 1, Wednesday—Instruction begins, 8:00 a. m.

May 21, Sunday —Sixty-seventh Annual Commencement.  
—Quarter ends, 5:00 p. m.

## Summer Quarter, 1944—Twelve Weeks

May 31, Wednesday—Registration, 7:00 a. m. to 5:00 p. m.

June 1, Thursday —Instruction begins, 8:00 a. m.

Aug. 17, Thursday —Graduating Exercises, 7:30 p. m.

Aug. 18, Friday —Quarter ends, 12:00 noon.

# Iowa State Board of Education

## OFFICERS OF THE BOARD

HENRY C. SHULL, President  
DAVID A. DANCER, Secretary

## MEMBERS OF THE BOARD

THOS. W. KEENAN, Shenandoah	}	Terms expire July 1, 1943
W. EARL HALL, Mason City		
RICHARD H. PLOCK, Burlington		
HENRY C. SHULL, Sioux City	}	Terms expire July 1, 1945
ROY LOUDEN, Fairfield		
MRS. HIRAM C. HOUGHTON, JR., Red Oak		
JOHN C. REID, Cedar Rapids	}	Terms expire July 1, 1947
MRS. GEORGE KYSETH, Clarion		
W. S. RUPE, Ames		

## MEMBERS OF THE FINANCE COMMITTEE

### Office, Des Moines

WILLIAM R. BOYD, Cedar Rapids, Chairman  
DAVID A. DANCER, Des Moines, Secretary  
WILLIAM G. NOTH, Des Moines

## COMMITTEES OF THE BOARD

### Faculty Committee

MRS. HIRAM C. HOUGHTON, JR., Chairman  
W. EARL HALL  
RICHARD H. PLOCK  
W. S. RUPE  
HENRY C. SHULL

### Building and Business Committee

ROY LOUDEN, Chairman  
THOS. W. KEENAN  
JOHN C. REID  
MRS. GEORGE KYSETH  
HENRY C. SHULL

# Officers of Administration and Instruction, 1942-43

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## OFFICERS OF ADMINISTRATION

A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parenthesis) the beginning of service in present rank.

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- MALCOLM PRICE, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College  
President of the College, 1940
- MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)
- SADIE B. CAMPBELL, B.A., Colorado State Teachers College; M.A., Columbia University  
Dean of Women, 1929
- LESLIE I. REED, B.Ph., M.A., State University of Iowa  
Dean of Men, 1916 (1924)
- BENJAMIN BOARDMAN, B.Ph., State University of Iowa  
Business Manager and Secretary and Treasurer, 1917 (1937)
- MARSHALL R. BEARD, B.A., Marion College; M.A., Ph.D., University of Wisconsin  
Registrar, 1930 (1942)
- CHARLES S. CORY, B.S., State University of Iowa  
Registrar and Examiner, Emeritus, Part-time Service, 1907 (1937)
- GUY W. WAGNER, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Director of Student Teaching, 1941
- JOSEPH B. PAUL, B.A., Indiana University; M.A., Ph.D., University of Wisconsin  
Director of the Bureau of Research, 1916 (1934)
- E. W. GOETCH, B.A., M.A., Ph.D., State University of Iowa  
Director of the Placement Bureau, 1918 (1928)
- IRVING H. HART, B.A., Grinnell College  
Director of the Bureau of Extension Service, 1914 (1916)
- GERALD E. KNOFF, B.A., Southern College; B.D., Ph.D., Yale University  
Director of the Bureau of Religious Activities, 1938
- GEORGE H. HOLMES, B.A., M.A., University of Michigan  
Director of the Bureau of Publications, 1929
- ALBERT C. FULLER, B.A., State University of Iowa; LL.D., Buena Vista College  
Director of the Bureau of Alumni Service and Public School Relations, 1917 (1934)
- MAX L. DURFEE, B.A., M.D., M.S., University of Michigan  
Health Director, 1939
- FRANK N. MEAD, M.D., University of Pennsylvania  
Health Director, Emeritus, Part-time Service, 1920 (1939)
- ELDON E. COLE, B.S., Iowa State College  
Superintendent of Buildings and Grounds, 1930 (1931)



## Officers of Instruction

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A single date following the title indicates the beginning of service at this college. If two dates are given, the first indicates the incumbent's first appointment to a position and the second (in parenthesis) the beginning of service in present rank.

**MALCOLM PRICE**, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College  
President of the College, 1940

**MARTIN J. NELSON**, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)

### Professors

**LOUIS BEGEMAN**, B.S., M.S., University of Michigan; Ph.D., University of Chicago

Professor of Physics, Emeritus, Part-time Service, 1899 (1935)

**IRA S. CONDIT**, B.A., M.A., Parsons College

Professor of Mathematics, Emeritus, Part-time Service, 1898 (1937)

**EMMA F. LAMBERT**, B.Ph., State University of Iowa; M.A., Columbia University

Professor of Mathematics, Emeritus, 1901 (1941)

**LILLIAN V. LAMBERT**, B.Ph., M.Ph., University of Chicago

Professor of English, Emeritus, Part-time Service, 1907 (1938)

**SAMUEL A. LYNCH**, B.L., University of Missouri; M.A., University of Chicago

Professor of English, Emeritus, Part-time Service, 1909 (1938)

**FRANK IVAN MERCHANT**, B.A., Shurtleff College; M.A., Ph.D., University of Berlin

Professor of Latin and Greek, Emeritus, Part-time Service, 1907 (1934)

**BERTHA L. PATT**, Des Moines Academy of Art; New York Art Students' League

Professor of Art, Emeritus, Part-time Service, 1895 (1938)

**O. B. READ**, B.Ph., Hillsdale College; M.A., University of Wisconsin

Professor of Chemistry, Emeritus, 1913 (1940)

**C. W. WESTER**, B.S., University of California; M.A., University of Washington

Professor of Mathematics, Emeritus, 1916 (1941)

**R. L. ABBOTT**, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin

Professor of Biology, 1916 (1920)

**ALISON E. AITCHISON**, B.S., State University of Iowa; M.S., University of Chicago

Professor of Geography, 1903 (1914)

**CHARLES H. BAILEY**, B.S., Columbia University

Professor of Industrial Arts and Head of the Department of Arts, 1905 (1909)

**A. E. BROWN**, B.S., Baker University; M.A., Yale University; Ph.D., State University of Iowa

Professor of Education, 1924 (1938)



- H. S. BUFFUM, B.A., M.A., Ph.D., State University of Iowa  
Professor of Education, 1914
- EMMETT J. CABLE, B.S., M.S., Cornell College; Ph.D., State University of Iowa  
Professor of Earth Science and Head of the Department of Science, 1905 (1917)
- JOHN W. CHARLES, B.A., M.A., Haverford College; Ph.D., State University of Iowa  
Professor of Education, 1916 (1917)
- E. C. DENNY, B.A., Indiana University; M.A., University of Chicago; Ph.D., State University of Iowa  
Professor of Education and Head of the Department of Education, 1923 (1934)
- CARL H. ERBE, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Professor of Government, 1925 (1933)
- W. B. FAGAN, B.A., Earlham College; M.A., University of Kansas  
Professor of English, 1915 (1938)
- ROBERT W. GETCHELL, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Chemistry, 1909 (1912)
- W. H. KADESCH, B.S., Ohio Wesleyan University; M.Ph., Ph.D., University of Chicago  
Professor of Physics, 1921
- EDWARD KURTZ, B.Mus., Detroit Conservatory; M.Mus., Cincinnati Conservatory of Music; M.A., State University of Iowa; D.Mus., Detroit Institute of Musical Art  
Professor of Violin and Composition and Head of the Department of Music, 1924 (1934)
- FLOYD W. LAMBERTSON, B.A., Albion College; M.A., Northwestern University; Ph.D., State University of Iowa  
Professor of Speech, 1930 (1934)
- C. W. LANTZ, B.A., M.A., Ph.D., University of Illinois  
Professor of Biology, 1921 (1933)
- SELMER C. LARSON, B.A., St. Olaf College; M.A., Ph.D., University of Wisconsin  
Professor of Education, 1937 (1942)
- INGEBRIGT LILLEHEI, B.A., M.A., University of Minnesota; Ph.D., University of Illinois  
Professor of French and Spanish and Head of the Department of Languages, 1918 (1934)
- L. L. MENDENHALL, LL.B., M.A., State University of Iowa  
Professor of Physical Education for Men and Head of the Department of Physical Education for Men, 1921 (1933)
- H. EARL RATH, B.S., M.S., Ph.D., Iowa State College  
Professor of Health Education, 1921 (1938)
- H. A. RIEBE, B.Ph., M.Ph., Ph.D., University of Wisconsin  
Professor of Education, 1925 (1938)
- GEORGE C. ROBINSON, B.A., University of Wisconsin; M.A., Ph.D., Harvard University  
Professor of Government, 1922 (1933)
- WINFIELD SCOTT, B.S., M.S., University of Illinois; Ph.D., Iowa State College  
Professor of Agriculture, 1918 (1919)

- SELINA M. TERRY, B.Ph., M.A., Hamline University  
Professor of English, 1922 (1933)
- M. R. THOMPSON, B.A., Western Union College; M.A., Ph.D., State University of Iowa  
Professor of Economics and Head of the Department of Social Science, 1921 (1923)
- E. E. WATSON, B.S., M.S., State University of Iowa  
Professor of Mathematics, 1920
- MONICA R. WILD, B.A., Iowa State Teachers College; M.S., Ph.D., University of Wisconsin  
Professor of Physical Education for Women and Head of the Department of Physical Education for Women, 1913 (1931)

### Associate Professors

- S. FREEMAN HERSEY, B.Ph., Beloit College  
Associate Professor of Physics, Emeritus, Part-time Service, 1899 (1935)
- HARRY C. CUMMINS, B.Di., Iowa State Teachers College  
Associate Professor of Commercial Education, Emeritus, Part-time Service, 1898 (1939)
- AMY F. AREY, B.S., M.A., Columbia University  
Associate Professor of Education, 1919 (1932)
- \*PAUL F. BENDER, B.A., State University of Iowa; M.A., Columbia University; Ed.D., New York University  
Associate Professor of Physical Education for Men, 1921 (1940)
- \*L. V. DOUGLAS, B.S., M.A., Ph.D., State University of Iowa  
Associate Professor of Commercial Education and Head of the Department of Commercial Education, 1937
- RALPH R. FAHRNEY, B.A., Mount Morris College; M.A., Ph.D., University of Chicago  
Associate Professor of History, 1929 (1934)
- NELIUS O. HALVORSON, B.A., Luther College; M.A., Ph.D., State University of Iowa  
Associate Professor of English, 1929 (1932)
- E. H. HENRIKSON, B.A., University of Oregon; M.A., Ph.D., State University of Iowa  
Associate Professor of Speech, 1937 (1939)
- MARY B. HUNTER, B.A., Iowa State Teachers College; M.A., University of Chicago  
Associate Professor of Economics, 1918 (1932)
- LELAND L. SAGE, B.A., Vanderbilt University; M.A., Ph.D., University of Illinois  
Associate Professor of History, 1932 (1937)
- JOSEF SCHAEFER, State Examination, Ph.D., University of Freiburg  
Associate Professor of German, 1926 (1933)
- R. O. SKAR, B.A., M.A., St. Olaf College; C.P.A., Wisconsin; Ph.D., State University of Iowa  
Associate Professor of Commercial Education and Acting Head of the Department of Commercial Education, 1924 (1942)
- JOHN R. SLACKS, B.Ph., M.A., University of Chicago  
Associate Professor of Rural Education, 1918 (1932)

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\*On leave

- MAY SMITH, B.A., Coe College; M.A., Columbia University  
Associate Professor of Education, 1919 (1932)
- ANNA MARIE SORENSON, B.A., M.A., State University of Iowa  
Associate Professor of English, 1921 (1932)
- HAZEL B. STRAYER, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Speech, 1921 (1932)
- ELISABETH SUTHERLAND, B.S., M.S., University of Wisconsin;  
Ph.D., University of Minnesota  
Associate Professor of Home Economics and Head of the Department of Home Economics, 1940
- MARGUERITE UTTLEY, B.A., Iowa State Teachers College; M.S., Ph.D., University of Chicago  
Associate Professor of Geography, 1921 (1932)
- HENRY VAN ENGEL, B.A., Nebraska Wesleyan University; M.A., Ph.D., University of Michigan  
Associate Professor of Mathematics and Head of the Department of Mathematics, 1937 (1942)
- FRED W. WELLBORN, B.A., Baker University; M.A., University of Kansas; Ph.D., University of Wisconsin  
Associate Professor of History, 1926 (1932)
- DORIS E. WHITE, B.A., Simpson College; M.A., Columbia University  
Associate Professor of Physical Education for Women, 1915 (1932)
- M. J. WILCOX, B.S., Cornell College; M.A., Ph.D., State University of Iowa  
Associate Professor of Education, 1923 (1936)

#### Assistant Professors

- KATHERINE BUXBAUM, B.A., State University of Iowa; M. A., University of Chicago  
Assistant Professor of English, 1924 (1927)
- AGNES B. COLE, B.Ph., University of Chicago; M.A., Columbia University  
Assistant Professor of Art, 1921 (1932)
- ARTHUR DICKINSON, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Physical Education for Men, 1924 (1939)
- GEORGE G. GATES, B.A., William Jewell College; M.A., University of Missouri  
Assistant Professor of English, 1941
- MARTIN L. GRANT, B.A., Oberlin College; M.A., Ph.D., University of Minnesota  
Assistant Professor of Biology, 1936
- HERBERT V. HAKE, B.A., Central Wesleyan College; M.A., State University of Iowa  
Assistant Professor of Speech, 1938
- HENRY HARRIS, B.Mus., Philadelphia Conservatory of Music  
Assistant Professor of Piano, 1941
- WILLIAM E. HAYS, B.Mus., Chicago Musical College; M.Mus., De Paul University  
Assistant Professor of Voice, 1921 (1932)
- FRANK W. HILL, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Assistant Professor of Violin, Viola, and Theory, 1929 (1942)



- HARALD B. HOLST, B.Mus., M.Mus., American Conservatory of Music  
Assistant Professor of Voice, 1936
- DOROTHY HUMISTON, B.A., University of Minnesota; M.A., Columbia  
University; Ph.D., New York University  
Assistant Professor of Physical Education for Women, 1925 (1932)
- \*GEORGE R. MACH, B.S., M.S., University of Illinois  
Assistant Professor of Commercial Education, 1923 (1932)
- EDNA O. MILLER, B.A., Iowa State Teachers College; M.A., Columbia  
University  
Assistant Professor of Latin, 1924 (1927)
- HAROLD G. PALMER, B.A., Iowa State Teachers College; M.A., State  
University of Iowa  
Assistant Professor of Industrial Arts, 1924 (1939)
- H. WILLARD RENINGER, B.A., M.A., Ph.D., University of Michigan  
Assistant Professor of English and Head of the Department of  
English, 1939 (1940)
- E. ARTHUR ROBINSON, B.A., Ohio Wesleyan University; M.A., Ph.D.,  
Ohio State University  
Assistant Professor of English, 1936 (1942)
- \*\*IDA C. ROHLF, B.A., Iowa State Teachers College; M.A., State Uni-  
versity of Iowa  
Assistant Professor of English, 1923 (1926)
- ROSE LENA RUEGNITZ, B.Mus., Northwestern University; M.Mus.,  
Cosmopolitan Conservatory  
Assistant Professor of Piano, 1923 (1932)
- MYRON RUSSELL, B.Mus., Kansas State Agricultural College; M.Mus.,  
Eastman School of Music, University of Rochester  
Assistant Professor of Wood-wind Instruments, 1929 (1939)
- ROLAND SEARIGHT, B.A., Grinnell College; M.A., Eastman School of  
Music, University of Rochester  
Assistant Professor of Violoncello and Conducting, 1927
- GRACE VAN NESS, B.A., Cornell College; M.A., Columbia University  
Assistant Professor of Physical Education for Women, 1919 (1921)
- O. RICHARD WESSELS, B.A., Iowa State Teachers College; M.A.,  
State University of Iowa  
Assistant Professor of Commercial Education, 1940 (1942)

#### Instructors

- OLIVE L. BARKER, B.A., Iowa State Teachers College; M.A., Columbia  
University  
Instructor in Voice, 1926
- RUSSELL N. BAUM, B.Mus., M.Mus., Eastman School of Music, Univer-  
sity of Rochester  
Instructor in Piano, 1938
- JANE BIRKHEAD, B.A., M.A., University of Missouri  
Instructor in Voice, 1941
- \*EMIL W. BOCK, B.Mus., M.Mus., Northwestern University  
Instructor in Violin, 1939
- CORLEY AGNES CONLON, B.A., Iowa State Teachers College; M.A.,  
Columbia University  
Instructor in Art, 1923

\*On leave

\*\*Part-time

- JAMES J. DE JONGE, B.A., Calvin College; M.S., M. Mus., University of Michigan  
Instructor in Music Education, 1941
- JOHN F. DIETRICH, B.Ph., M.A., University of Chicago  
Instructor in Art, 1939
- MYRTLE E. GAFFIN, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Commercial Education, 1923
- GERTRUDE HANKAMP, B.A., M.A., State University of Iowa  
Instructor in Education, 1941
- JOHN W. HORNS, B.S., University of Minnesota; M.A., Columbia University  
Instructor in Art, 1936
- FORREST L. MAYER, B.A., Colorado State College of Education; M.S., University of Denver  
Instructor in Commercial Education, 1941
- DOROTHY MICHEL, B.S., University of Minnesota; M.A., Columbia University  
Instructor in Physical Education for Women, 1927
- MAUDE E. MOORE, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Physical Education for Women, 1927
- AGNES McCLELLAND, B.A., Hastings College; M.A., Columbia University  
Instructor in Home Economics, 1937
- \*DAVID H. McCUSKEY, B.S., Iowa State Teachers College; M.A., Columbia University  
Instructor in Physical Education for Men, 1930
- OLIVER M. NORDLY, B.A., Carleton College  
Instructor in Physical Education for Men, 1937
- ELIZABETH M. NYHOLM, B.S., Iowa State College; M.S., University of Colorado  
Instructor in Home Economics, 1939
- GEORGE W. SAMSON, Iowa State Teachers College  
Instructor in Organ and Piano, 1916
- THELMA SHORT, B.S., M.A., Columbia University  
Instructor in Physical Education for Women, 1929
- CLYDE L. STARBECK, B.S., South Dakota State College  
Instructor in Physical Education for Men, 1936
- HAROLD C. TRIMBLE, B.A., University of Western Ontario; M.A., Ph.D., University of Wisconsin  
Instructor in Mathematics, 1940
- LAWRENCE W. WHITFORD, B.A., Iowa State Teachers College; M.A., University of Michigan  
Instructor in Physical Education for Men, 1926
- CARL A. WIRTH, B.Mus., M.Mus., Eastman School of Music, University of Rochester  
Instructor in Brass Instruments and Theory, 1935

**DEPARTMENT OF DIRECTED OBSERVATION  
AND SUPERVISED STUDENT TEACHING**

---

**MALCOLM PRICE**, B.A., Cornell College; M.A., Ph.D., State University of Iowa; LL.D., Cornell College  
President of the College, 1940

**MARTIN J. NELSON**, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)

**GUY W. WAGNER**, B.A., Iowa State Teachers College; M.A., Ph.D., State University of Iowa  
Associate Professor of Teaching and Director of Student Teaching, 1941

**Professor**

**ELMER L. RITTER**, B.A., Indiana University; M.A., Ph.D., State University of Iowa.  
Professor of Teaching, 1921

**Associate Professors**

**CYRIL L. JACKSON**, B.A., Grinnell College; M.A., State University of Iowa  
Associate Professor of Teaching and Principal of the College High School, 1924 (1934)

**MARNA PETERSON**, B.Ph., University of Chicago; M.A., Columbia University  
Associate Professor of Teaching, 1920 (1932)

**E. GRACE RAIT**, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Teaching, 1914 (1932)

**Assistant Professors**

**MARY C. ANDERSON**, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1926

**MARY P. CALDWELL**, B.A., Iowa State Teachers College; M.A., Columbia University  
Assistant Professor of Teaching, 1922 (1932)

**MARGARET DIVELBESS**, B.A., Grinnell College; M.A., Columbia University  
Assistant Professor of Teaching, 1927

**ROSE L. HANSON**, B.S., University of Nebraska; M.A., State University of Iowa  
Assistant Professor of Teaching, 1920 (1934)

**DORA E. KEARNEY**, B.A., M.A., University of Minnesota  
Assistant Professor of Teaching, 1925 (1932)

**DOROTHY MAY KOEHRING**, B.A., Kansas State University; M.A., Columbia University; Ph.D., Yale University  
Assistant Professor of Teaching, 1933 (1938)



- OLIVE PAINE, B.Ph., University of Chicago; M.A., Columbia University; Ph.D., Yale University  
Assistant Professor of Teaching, 1933
- ANNABELLE POLLOCK, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1924 (1932)
- NATHANIEL O. SCHNEIDER, B.S., University of Minnesota; M.A., State University of Iowa; Ed.D., New York University  
Assistant Professor of Teaching, 1926
- MINNIE E. STARR, B.Mus., M.S., Northwestern University  
Assistant Professor of Teaching, 1922 (1927)
- MYRTLE M. STONE, B.A., Washington State College; M.B.A., University of Washington; Ed.D., New York University  
Assistant Professor of Teaching, 1928
- MARGUIRETTE MAY STRUBLE, B.A., M.A., Ph.D., State University of Iowa  
Assistant Professor of Teaching, 1935
- EULALIE TURNER, B.S., State University of Iowa; M.A., Columbia University  
Assistant Professor of Teaching, 1915 (1923)
- ALTA L. WILMARTH, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Assistant Professor of Teaching, 1919 (1932)

#### Instructors

- VERNA J. ADNEY, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1927
- LUCILE E. ANDERSON, B.A., Iowa State Teachers College; M.A., University of Chicago  
Instructor in Teaching, 1930
- ALICE BAKKEN, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1927
- \*JOHN BLIESE, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1941
- ESTHER BOEHLJE, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1937
- M. ELISEBETH BRUGGER, B.A., University of Nebraska; M.A., Columbia University  
Instructor in Teaching and Director of the Nursery School, 1931
- \*ETHEL M. FITZSIMONS, B.A., Hastings College; M.A., University of Nebraska  
Instructor in Teaching, 1930
- ZELWYN GRAHAM, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1926
- AGNES GULLICKSON, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1926

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\*On leave

- BERNICE HELFF, B.A., State University of Iowa; M.A., Columbia University  
Instructor in Teaching, 1942
- SELMA B. HILL, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1938
- MARIE HJELLE, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1925
- MARGUERITE R. HYDE, B.Ed., University of Washington; M.A., Columbia University  
Instructor in Teaching, 1930
- EDNA MANTOR, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1923
- MARJORIE MANTOR, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1942
- ELEONORE MARTIN, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Instructor in Teaching, 1939
- RUTH J. MICHAELSON, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1927
- MATHILDA KATHERINE NEWMAN, B.Ph., M.Ph., University of Wisconsin  
Instructor in Teaching, 1942
- EMMA OPFER, B.Ph., University of Chicago; M.A., Columbia University  
Instructor in Teaching, 1930
- ERMA BELLE PLAETH, B.A., Cornell College; M.A., Ph.D., State University of Iowa  
Instructor in Teaching, 1936
- JOSEPH WILLIAM RHODES, B.Ed., Milwaukee, Wisconsin, State Teachers College; M.Ph., University of Wisconsin  
Instructor in Teaching, 1942
- \*MAE E. RUPPEL, B.A., Carthage College; M.A., Columbia University  
Instructor in Teaching, 1934
- \*SELMA SCHUMANN, B.A., Iowa State Teachers College; M.A., Columbia University  
Instructor in Teaching, 1922
- ERNESTINE L. SMITH, B.A., M.S., University of Michigan  
Instructor in Teaching, 1936
- C. TAYLOR WHITTIER, B.A., M.A., University of Chicago  
Instructor in Teaching, 1941

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\*On leave



**EXTENSION SERVICE**

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MALCOLM PRICE, B.A., Cornell College, M.A., Ph.D., State University of Iowa; LL.D., Cornell College  
President of the College, 1940

MARTIN J. NELSON, B.A., Luther College; M.A., Ph.D., University of Wisconsin  
Dean of the Faculty, 1924 (1934)

IRVING H. HART, B.A., Grinnell College  
Director of Extension Service, 1914 (1916)

**Professor**

C. A. FULLERTON, B.S., Iowa State Teachers College; M.Mus., Chicago Musical College  
Professor of Music, Emeritus, Part-time Service, 1897 (1934)

**Associate Professors**

FRED D. CRAM, B.A., Iowa State Teachers College; M.A., State University of Iowa  
Associate Professor of Education, 1920 (1932)

LOU A. SHEPHERD, B.A., Iowa State Teachers College; M.A., Columbia University  
Associate Professor of Primary Education, 1924 (1932)

**Assistant Professor**

F. E. FULLER, B.A., Albion College; M.S., Iowa State College  
Assistant Professor of Natural Science, 1917 (1932)

**OTHER OFFICERS AND ASSISTANTS**

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**Library**

- ANNE STUART DUNCAN, B.L., University of Michigan; Library Certificate, University of Chicago  
Head Librarian, 1913
- ROWENA A. EDWARDS  
Head Cataloguer, 1916
- JESSIE L. FERGUSON, B.A., James Millikin University  
Reference Librarian, Emeritus, Part-time Service, 1923 (1939)
- MARYBELLE McCLELLAND, B.A., Pomona College; B.S., M.S., Columbia University  
Reference Librarian, 1929 (1939)
- EVELYN J. MULLINS, B.A., Grinnell College; B.S., Columbia University  
Circulation Librarian, 1930 (1939)
- IRENE A. EHRESMAN, B.A., Carleton College; Library Diploma, University of Wisconsin  
Librarian in charge of Periodicals and Extension Service, 1926
- CLARA E. CAMPBELL, B.A., Irving College; B.S., Carnegie Institute of Technology; M.S., Columbia University  
Juvenile Librarian, 1937
- MARY DIETERICH, B.A., Grinnell College; B.S., Columbia University  
Assistant Cataloguer, 1930
- DAVID K. BERNINGHAUSEN, B.A., Iowa State Teachers College; B.S., Columbia University  
Assistant Circulation Librarian, 1941

**The Commons**

- CATHERINE SPOONER, B.A., Iowa State Teachers College; M.A., Columbia University  
Social Director of The Commons, 1940
- VIVIAN BARKHURST, B.S., Iowa State College  
Director of Foods, 1942
- MARJEAN ORR, B.A., Iowa State Teachers College  
Assistant Director of Foods, 1942
- ELSIE MEHLHOP, B.S., Iowa State College  
Fountain Room Manager, 1942
- MRS. IRENE EATON, B.A., Iowa State Teachers College  
Night Clerk, 1936

**Bartlett Hall**

MRS. RUTH JORDAN, B.A., Iowa State Teachers College  
Director, 1942

MRS. LILLIAN STEWART  
Housekeeper, Residence Halls for Women, 1936 (1940)

MRS. FLORENCE PARRY  
Night Clerk, 1936

**Anna B. Lawther Hall**

MARY E. HAIGHT  
Director, 1921 (1940)

MRS. LILLIAN STEWART  
Housekeeper, Residence Halls for Women, 1936 (1940)

MRS. BLANCHE EBY  
Night Clerk, 1940

**The George T. Baker Hall for Men**

MRS. MADGE BOCK  
Director, 1937

MRS. GRACE GRIGGS  
Housekeeper, 1936

**The Homer H. Seerley Hall for Men**

MRS. MAE DE PREE  
Director, 1940

MRS. WINIFRED PECK  
Housekeeper, 1938

**Hospital**

MAUDE E. HAINES, R.N.  
Supervisor, 1942

MRS. CLARA HOUGHKIRK, R.N.  
Nurse, 1925

JESSIE JOYCE, R.N.  
Nurse, 1934

**Secretarial, Clerical, and Stenographic Service**

ILA N. ACKERMAN  
Clerk, Office of the Business Manager, 1941

ALEEN J. BANNING  
Stenographer, Department of Buildings and Grounds, 1941

VELDA B. BENTLEY  
Record Clerk, Office of the Registrar, 1924 (1937)

- JEAN BLAKELY, B.A., Iowa State Teachers College  
Stenographer, Office of the President, 1942
- GENEVIEVE BOEHMLER, B.A., Iowa State Teachers College  
Stenographer, Placement Bureau, 1941
- HELENE J. BROWN, B.S., Iowa State Teachers College  
Secretary to the Dean of the Faculty, 1935 (1937)
- BETTY CHRISTENSEN  
Stenographer, Multigraph Department, 1942
- IDA CHRISTENSEN  
Cashier, Office of the Business Manager, 1926
- ROSELLA CONRADI  
Stenographer, Department of Education, 1942
- CELESTE CRANNY  
Clerk, Office of the Business Manager, 1941
- HELEN CECILIA CRANNY  
Stenographer, Bureau of Extension Service, 1942
- MRS. VIE U. CROUTER, B.A., Iowa State Teachers College  
Secretary to the Dean of Men, 1928
- DOROTHY DENNISTON  
Stenographer, Office of the Director of Teacher Training, 1942
- FREIDA DOESCHER  
Stenographer, Bureau of Extension Service, 1942
- RUTH H. DUNLOP, B.A., Iowa State Teachers College  
Record Clerk, Office of the Registrar, 1923
- MARY JANE FOOTE  
Stenographer, Office of the Dean of the Faculty, 1942
- MRS. MARGARET GIBSON  
Operator, Multigraph Department, 1939
- ELSIE M. GRANSETH  
Secretary to the Librarian, 1942
- MARY HANSEN, B.A., Iowa State Teachers College  
Clerk, Bureau of Research, 1942
- MRS. BLANCHE HARLAND  
Secretary to the Director of the Bureau of Research, 1935 (1939)
- MATTIE HARMS, B.A., Iowa State Teachers College  
Secretary to the Director of the Placement Bureau, 1940
- MADELINE HARTMAN  
Stenographer, The Commons, 1940
- MILDRED HOLLY, B.A., State University of Iowa  
Secretary to the Director of the Bureau of Publications, 1938
- RUTH JOHNS, B.A., Iowa State Teachers College  
Secretary to the Dean of Women, 1929
- LENORA H. JOHNSON  
Bookkeeper and Cashier, The Commons, 1942
- JESSIE JUHL  
Secretary to the President, 1923
- HARRIET JUNG  
Clerk, Office of the Registrar, 1940



- MARGUERITE KELLY, B.A., Iowa State Teachers College; M.Mus.,  
Northwestern University  
Accompanist and Librarian, Department of Music, 1942
- VERNA KENNEDY  
Assistant Cashier, Office of the Business Manager, 1941
- MRS. VERONICA KIRKLAND  
Clerk, Office of the Business Manager, 1940
- MARION MAYES  
Stenographer, Department of Publications, 1942
- \*ROBERT McGRANAHAN, B.A., State University of Iowa  
Assistant, Bureau of Publications, 1941
- MRS. LOUISE C. MCKITRICK  
Secretary to the Director of Extension Service, 1921
- DOLORES MEISCH, B.A., Briar Cliff College  
Stenographer, Office of the Registrar, 1941
- HELEN L. MEYER  
Operator, Multigraph Department, 1929
- RUTH MEYER, B.A., Iowa State Teachers College  
Stenographer, Placement Bureau, 1934
- DORIS MILLER, B.A., Iowa State Teachers College  
Stenographer, Department of Music, 1941
- \*GLEN H. MOAR  
Clerk, Office of the Registrar, 1941
- HELEN E. MORGAN  
Stenographer, Bureau of Extension Service, 1942
- MARJORIE MURPHY, B.A., Clarke College  
Stenographer, Office of the Dean of Women, 1941
- FLORENCE NEUMEIER, B.A., Iowa State Teachers College  
Stenographer and Accompanist, Department of Physical Education  
for Women, 1939
- FLORENCE M. PIERES  
Secretary to the Director of the Bureau of Alumni Service and  
Public School Relations, 1935
- DOROTHY REKERS  
Faculty Stenographer, Office of the Dean of the Faculty, 1942
- EVELYN A. SCHMIDT  
Stenographer, Bureau of Extension Service, 1941
- WANDA SEVERIN  
Clerk, Office of the Registrar, 1929 (1940)
- MRS. CARRIE SIMONSEN  
Supervisor, Office of the Registrar, 1916 (1938)
- MRS. MABEL VOGT  
Clerk, Multigraph Department, 1923
- CARRIE A. WATSON, B.A., Iowa State Teachers College  
Clerk, Advanced Transfer Credits, Office of the Registrar, 1923  
(1938)

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\*On leave

# I. Administrative Committees

(Chairman's name first)

## 1. Curricula

1. Dean of the Faculty,  
ex officio
2. Monica R. Wild
3. E. C. Denny
4. H. W. Reninger
5. Guy Wagner

## 2. Instructional Research

1. J. B. Paul
2. Henry Van Engen
3. E. H. Henrikson
4. Leland L. Sage
5. James DeJonge
6. Dean of the Faculty,  
ex officio
7. Head of the Department  
of Education, ex officio

## 3. Independent Study

1. Dean of the Faculty,  
ex officio
2. H. A. Riebe
3. Marshall R. Beard
4. E. A. Robinson
5. Harold C. Trimble

## 4. Student Welfare

1. Dean of Women, ex officio
2. Dean of Men, Secretary,  
ex officio
3. Harold C. Trimble
4. May Smith
5. H. A. Riebe

## 5. Student Loan Fund

1. Dorothy Humiston
2. Frank W. Hill
3. Elizabeth Nyholm
4. Dean of Women, ex officio
5. Dean of Men, ex officio
6. Business Manager,  
ex officio

## 6. Athletic Board

1. H. Earl Rath
2. W. H. Kadesch
3. E. C. Denny
4. C. H. Erbe
5. O. R. Wessels
6. Business Manager,  
ex officio
7. Director of Athletics,  
Secretary, ex officio

## 7. Commencements

1. Leland L. Sage
2. Frank W. Hill
3. Herbert V. Hake
4. Harald Holst
5. Sadie B. Campbell
6. Leslie I. Reed
7. Benjamin Boardman

## 8. Student Efficiency

1. Dean of the Faculty,  
ex officio
2. Dean of Men, ex officio
3. Dean of Women, ex officio
4. W. H. Kadesch
5. R. R. Fahrney
6. M. J. Wilcox

## 9. Board of Health

1. Health Director
2. Dean of the Faculty
3. Dean of Women
4. Dean of Men
5. Head of the Department  
of Physical Education  
for Women
6. Head of the Department  
of Physical Education  
for Men
7. Health Supervisor of  
women's residence halls

## 10. Board in Control of Student Publications

1. George H. Holmes
2. Selina M. Terry
3. H. Earl Rath
4. Benjamin Boardman

## 11. Recreation Park

1. C. S. Cory
2. E. C. Denny
3. O. M. Nordly
4. L. L. Mendenhall
5. Monica R. Wild

## 12. Special Memorial Days

1. I. H. Hart
2. Arthur Dickinson
3. George C. Robinson

# II. Student Advisory Committees

(Chairman's name first)

## Elementary Education

Gertude Hankamp  
A. E. Brown  
H. S. Buffum  
Carl H. Erbe  
Grace Van Ness

## Kindergarten-Primary Education

Amy F. Arey  
Katherine Buxbaum  
James J. DeJonge  
Edna O. Miller  
Elizabeth Nyholm  
Thelma Short  
May Smith

## Military

H. A. Riebe

## No Major

R. R. Fahrney  
Martin L. Grant

## Normal Training

Mary B. Hunter  
Dorothy Michel

## Pre-Engineering

W. H. Kadesch

## Pre-Medic, Pre-Nursing, Pre-Dental, Pre-Pharmacy, and Pre-Veterinary

C. W. Lantz

## Rural Education

John R. Slacks  
Elmer L. Ritter  
Winfield Scott  
Doris E. White

## Art

Corley A. Conlon

## Industrial Arts

C. H. Bailey

## Commercial Education

R. O. Skar  
Myrtle E. Gaffin  
F. L. Mayer  
O. R. Wessels

## Elementary, Kindergarten-Primary, and Nursery School-Kindergarten Education (B.A.)

E. C. Denny  
M. J. Wilcox

**English and Speech**

H. W. Reninger  
George G. Gates  
E. Arthur Robinson

**Foreign Languages**

I. L. Lillehei

**History and Social Science**

M. R. Thompson  
George C. Robinson  
L. L. Sage  
F. W. Wellborn

**Home Economics**

Elisabeth Sutherland  
Agnes McClelland

**Mathematics**

Henry Van Engen  
Harold C. Trimble

**Music**

Edward Kurtz  
Myron Russell  
Harald B. Holst

**Physical Education for Men**

L. L. Mendenhall  
Arthur Dickinson  
O. M. Nordly  
C. L. Starbeck  
L. W. Whitford

**Physical Education for Women**

Monica R. Wild  
Maude E. Moore

**Science**

E. J. Cable  
R. W. Getchell  
Marguerite Uttley

### III. Excusing Officers

1. For late enrollment of all students—Dean of the Faculty, M. J. Nelson
2. For other absences
  - a. For men students—Dean of Men, Leslie I. Reed
  - b. For women students—Dean of Women, Sadie B. Campbell

### IV. Committees for Special Events

(Chairman's name first)

1. Homecoming (October 24, 1942)
  1. A. C. Fuller
  2. Monica R. Wild
  3. Sadie B. Campbell
  4. Leslie I. Reed
  5. L. L. Mendenhall



**2. Dad's Day (November 7, 1942)**

1. Leslie I. Reed
2. Sadie B. Campbell
3. H. A. Riebe
4. Monica R. Wild
5. Paul F. Bender

**3. Alumni Dinner at Des Moines (November 6, 1942)**

1. A. C. Fuller
2. Leslie I. Reed
3. Alison E. Aitchison
4. Olive L. Barker
5. Fred D. Cram

**4. Mother's Day (May 9, 1943)**

1. Sadie B. Campbell
2. Leslie I. Reed
3. Selina M. Terry

# General Information

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## Historical Sketch

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The Iowa State Normal School was established in 1876 by act of the General Assembly. Its location at Cedar Falls was due in large measure to the availability of a three-story brick building and forty acres of land originally used as a home for soldiers' orphans. Here on September 6, 1876, the normal school was formally opened with an enrollment of twenty-seven students. In 1909 the name of the institution was changed to the Iowa State Teachers College, and the Board of Trustees of the Iowa State Normal School was discontinued. At the same time the government of the Iowa State Teachers College, as well as of the State University of Iowa and of the Iowa State College of Agriculture and Mechanic Arts, was vested in the State Board of Education consisting of nine members appointed by the Governor.

## Buildings and Grounds

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The campus of the Iowa State Teachers College contains 132 acres of elevated land at the southwestern limits of the city of Cedar Falls. The principal buildings used for administrative, instructional, and other purposes are of brick with trimmings of Bedford stone. They are surrounded by lawns and by ornamental trees and shrubs of many varieties and are arranged in the form of an inner and outer quadrangle.

**The Administration Building**, situated on the east side of the inner quadrangle, was erected in 1895. Its dimensions are 75 feet by 105 feet. On the first floor are the offices of the President, the Dean of the Faculty, the Business Manager, and the Registrar; and on the second floor the offices of the Placement Bureau and the Bureau of Research. On the second and third floors are also the offices and recitation rooms of the Departments of Commercial Education and Mathematics.

**Gilchrist Hall**, situated in the inner quadrangle southwest of the Administration Building, was erected in 1882. Its dimensions are 78 feet by 114 feet. On the first floor are the offices

of the Dean of Men and the Dean of Women, and the offices of the Bureau of Extension Service. On the second and third floors are the Faculty Room, the Bureau of Alumni Service and Public School Relations, the Bureau of Publications, the offices of the College Eye and of the Old Gold, Gilchrist Chapel, and practice rooms of the Department of Music.

**The Auditorium Building**, situated north of the Administration Building, was erected in 1900. Its dimensions are 71 feet by 230 feet with a rear extension of 70 feet by 90 feet. In the center is the College Auditorium with a large pipe organ and with a seating capacity of 1,500. In the basement and the three stories of this building are located the rooms of the Bureau of Religious Activities, and the recitation rooms and the offices of the Departments of Education, English, Languages, and Social Science.

**Central Hall**, adjacent to the Administration Building and to the Auditorium Building, was erected in 1868. Its dimensions are 40 feet by 85 feet with an extension of 34 feet by 40 feet. It contains the offices and instruction rooms of the Department of Music, and a specially equipped practice room for band and orchestra.

For convenience of intercommunication the Administration Building, Gilchrist Hall, the Auditorium Building, and Central Hall are connected by means of corridors.

**The Science Building** is on the north side of the inner quadrangle and was erected in 1906. Its dimensions are 65 feet by 113 feet. It houses offices, recitation rooms, laboratories, and libraries of the staff members of the Department of Science.

**The Vocational Building** is at the southwest corner of the inner quadrangle and was erected in 1915. Its dimensions are 62 feet by 144 feet. It contains offices, recitation rooms, and laboratories for the work in art and industrial arts, home economics, and biological science.

**The Campus School Building** is on the south side of the inner quadrangle and was erected in 1912. Its dimensions are 115 feet by 137 feet. It contains the office of the director, an auditorium, a gymnasium, recitation rooms and laboratories for home economics and manual training, a room for directed observation, and rooms for the kindergarten, the primary school, the intermediate grades, and the six-year high school.



**The Library**, situated at the southeast corner of the inner quadrangle, was erected in 1907. It is connected with the Administration Building by a subway, which is opened for use during inclement weather. The dimensions are 72 feet by 169 feet, with an extension of 103 feet by 27 feet. The general reading room is decorated with mural paintings by William De Leftwich Dodge and has seats for 300 readers.

The Library contains 130,615 volumes, 606 current periodicals, 10,667 pamphlets, 5,550 small prints for general circulation and 450 large wall pictures. Supplementing the general library there are special libraries devoted to art, music, fiction, education, chemistry, physics, juvenile literature, and state and federal documents.

The library force consists of nine staff members, a secretary, and forty-five student assistants. The library is open on week days except Saturday from 7:30 a. m. to 9:30 p. m., on Saturday from 8:00 a. m. to 5:00 p. m., and on Sunday from 2:00 to 5:00 p. m.

On the third floor of the library is the Museum. Included in its varied material are collections of special value for the study of natural science in different fields.

**The Women's Gymnasium**, situated at the northwest corner of the inner quadrangle, was erected in 1903 and remodeled in 1939. Its dimensions are 68 feet by 230 feet. The main building has a basement and three stories containing offices and recitation rooms, an examining room and a dark room, four fully equipped exercise rooms, three basketball courts, a baseball diamond, an indoor archery range, a dancing studio, lockers, dressing rooms, and storerooms. The swimming pool addition, completed in 1938, is connected to the Women's Gymnasium on the west. It is a fire-proof structure with exterior of red brick and large stone ornamental panels of Indiana limestone. The addition is 145 feet long, and extends 96 feet west from the gymnasium. The main room of the addition is 116 feet long by 65 feet wide, with an average ceiling height of 28 feet and contains a tile-lined swimming pool 60 feet by 90 feet and also bleachers to accommodate 500 spectators. The walls are lined with buff-colored Mankato stone and haydite blocks. Between the two passages which connect the pool room with the Women's Gymnasium is a large shower and dressing room for students. The space under the concrete bleachers is occupied by locker and dressing rooms for both men and women of the faculty. There is also office space for the instructors. The second floor contains an office and lounge on both the north and south ends, from which balconies with ornamental rails overlook the pool.

Connected with the Women's Gymnasium are athletic fields for hockey, soccer, baseball, volleyball, and other field sports;

an archery range, 10 Laykold tennis courts; a driving range and a putting green for practice in golf.

**The Men's Gymnasium**, situated on the west side of the outer quadrangle, was erected in 1925. Its dimensions are 170 feet by 202 feet. It is a two-story building containing a main gymnasium (90 feet by 124 feet) and a smaller gymnasium (40 feet by 88 feet), offices and recitation rooms, basketball courts and handball courts, a wrestling room, a first-aid room, a team room, a club room, a swimming pool, showers, dressing rooms, and storage rooms. (The main gymnasium when converted into an auditorium has a seating capacity of 3,000.)

Connected with the Men's Gymnasium is an athletic field containing four football fields, four baseball fields, eight tennis courts, and a quarter-mile track.

**The O. R. Latham Stadium**, which was dedicated in 1940, is 300 feet by 76 feet. It has a bleacher capacity of 5,000 with press and broadcasting booths. Enclosed under the bleachers are two large locker rooms, coaches' room, equipment room, training room, and an indoor running track.

**The President's Home**, situated in the outer quadrangle east of the Administration Building, was erected in 1908.

**The Home of the Dean of the Faculty**, which is situated in the outer quadrangle north of the President's home, was erected in 1890.

**The Home of the Superintendent of Buildings and Grounds**, situated in the outer quadrangle north of the Auditorium Building, was erected in 1906.

**Bartlett Hall** is in the outer quadrangle north of the Women's Gymnasium. The first unit was erected in 1914 and the last unit in 1924. Its dimensions are 41 feet by 525 feet with four wings each 41 feet by 125 feet. It is a fireproof building equipped with modern conveniences. In its single and double rooms it accommodates 520 women students.

**Anna B. Lawther Hall**, erected in 1939, is north and west of The Commons in line with Bartlett Hall and of similar construction. Its dimensions are 41 feet by 253 feet with two wings, each 41 feet by 125 feet. In its single and double rooms it accommodates 294 women students.

**The George T. Baker Hall for Men**, a dormitory housing 111 students, was completed in 1936. It is situated in the outer quadrangle south of the Campanile. Its dimensions are 40 feet by 190



feet with a solarium 12 feet by 48 feet. It is a three-story building with a basement and contains 46 double rooms, 19 single rooms, 3 guest rooms, a matron's suite, a housekeeper's suite, an office, a lobby, lounge, recreation room, pressing room, and kitchenette.

**The Homer H. Seerley Hall for Men**, a dormitory housing 119 students, was completed in 1938. It is situated in the outer quadrangle south and east of the Campanile, directly east of the George T. Baker Hall. In design it is similar to Baker Hall and its dimensions are the same. It is a three-story, fireproof structure with full basement and contains 53 double rooms, 18 single rooms, an office, a lobby, lounge, recreation room, pressing room, director's and housekeeper's rooms, and kitchenette. The building is so constructed that wings can be added at a later date, thus providing for a total of 297 men.

**The Commons**, situated in the outer quadrangle northwest of the Women's Gymnasium, was erected in 1933. Its dimensions are 124 feet by 178 feet. It is designed to provide social education and recreational training for the members of the student body. It is a two-story building with basement. On the second floor are the student lounge, the recreation hall, and the lobby lounge which, together with the mezzanine lounge, comprise the central portion of the building. In addition there are the faculty men's lounge, the faculty women's lounge, the offices of the Director of The Commons, of the Student Council, and of the Women's League, the fountain room and two activity rooms. On the first floor are located the dining rooms, the kitchen, and the office of the Director of Foods. The basement contains service rooms essential for the operation of the building.

**The General Hospital**, the Nurses Home with the office of the Health Director, and the Isolation Hospital are located on the south side of the campus west of the Vocational Building. The General Hospital was erected in 1912 and enlarged in 1925. Its dimensions are 33 feet by 60 feet. It has an operating room, an X-ray room, and beds for twelve patients.

**A Storeroom for the Department of Buildings and Grounds**, situated at the center of the inner quadrangle, was erected in 1904.

**The Heating and Power Plant**, completed in 1932, supplies the whole institution with heat, light, and power, and is situated in the outer quadrangle southwest of the Isolation Hospital. It is equipped with two 500 horse-power and two 300 horse-power boilers and two turbines with a generating capacity of 1500 kilowatts of alternating electric current. It has an electric crane, auto-

matic stokers, and other mechanical appliances for the efficient operation of the plant. The circular concrete smokestack rises 195 feet above the floor of the boiler room.

**The Shops and Garage Building**, east of the Heating and Power Plant and adjacent to it, contains the office of the Superintendent of Buildings and Grounds; shops for electricians, plumbers, steam fitters, carpenters, and painters; supply rooms and locker rooms; and a garage for the college trucks and busses. It was completed in 1932.

**The Greenhouse Units**, which are laboratories for studies in animal and plant biology, were completed in 1938 and are located directly south of the Vocational Building. There are three curved-eave units in the east, the center of which is 31 feet by 42 feet with a high roof for tropical plants. The end units are each 25 feet by 33 feet and are used for display purposes as well as for the starting of campus flowers. The west wing consists of a tile service house, the dimensions of which are 36 feet by 38 feet. The first floor contains a work room, a supply room, an office, and a laboratory while the basement contains a bulb room, service rooms, and a room for animals. The northwest and southwest units are of the commercial type, and are each 28 feet by 50 feet.

**The Campanile**, standing at the center of the campus, was erected in 1926. The main tower is 20 feet square and 100 feet high. It is built of rug-faced brick with trimmings of Bedford stone and rests on a granite foundation. The fifteen bells of the Campanile chimes range in weight from 225 pounds to 5,000 pounds. The chimes are played at stated times throughout the day by the chime master and his assistants. The Fasoldt clock, presented to the institution in 1925, sounds the Westminster chimes at the quarters of the hour. The Campanile was donated to the institution by the alumni, faculty, students, and other friends of the institution as a memorial to the founders and builders of the Iowa State Teachers College.

**The Recreation Park**, including the college golf course, is located half a mile east of the campus just outside the southern limits of the city in Rownd's Field, a tract of 40 acres donated to the institution in 1925 by Charles A. Rownd. The golf course has a well-kept nine-hole course of standard length with natural and artificial hazards.

Separate from the campus on the east the college has a tract of seven acres in which it is developing a horticultural garden and a botanical garden. These gardens already contain a large collection of Iowa trees, shrubs, and herbaceous plants.

## Enrollment and Registration

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**Organization by Quarters**—The calendar year is divided into four quarters of twelve weeks each. Any three of these quarters constitute an academic year.

**College Office Hours**—During June, July, and August the college administrative offices are open from 7:30 a. m. to 4:30 p. m. on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays, and from 7:50 to 11:50 a. m. on Saturdays. During the other months the offices are open from 7:50 a. m. to 4:50 p. m. on Mondays to Fridays inclusive, and from 7:50 to 11:50 a. m. on Saturdays. Students and their parents should not come to the campus on Saturday afternoons or on Sundays expecting to make arrangements for college attendance.

**Enrollment Days**—Dates of enrollment are given on page 7. A fee of \$2 is charged for late enrollment. The opening days of the fall quarter are set aside for the orientation of students enrolling at this college for the first time. All such students, whether freshmen or upper classmen, should be present at 8:00 o'clock on Monday, September 6. Students who have previously been enrolled at this college will enroll and register on Wednesday, September 8. On the first day of the winter quarter, the spring quarter, and the summer quarter all students enroll and register if they have not registered during the advance registration period.

**Physical Examinations**—Each student enrolling for the first time or after an absence from school for two or more consecutive quarters is required to have a physical examination by a college physician. This examination is done by appointment during the first quarter of enrollment at a time designated by the Health Director. Subsequent examinations are done as indicated by the student's health record or at the student's request. Health examination before graduation is recommended.

## FEES

All fees are paid at the office of the Business Manager. The matriculation fee, the tuition, the college fee, the dormitory room rent, and all other fees including laboratory and music fees are



payable at the time of enrollment. The graduation fees should be paid at least three weeks before graduation.

Matriculation fee for first enrollment only.....	\$ 5
Tuition, including the college fee, for fall, winter, spring, or summer quarter—	
Freshmen and sophomores.....	\$26
Juniors, seniors, and college graduates (including students who have earned 88 or more quarter hours of credit) .....	\$32
Weekly fee for persons enrolled as visitors.....	\$ 3
Fee for certificate of completion of one year of the rural curriculum .....	\$ 2
Fee for graduation from two-year curricula.....	\$ 5
Fee for graduation from four-year curricula.....	\$10

If a student withdraws from the college the tuition fee is refunded as follows: If the student has been in attendance 2 days or less, 100 per cent of the fee is refunded; 3 to 5 days, 90 per cent; 6 to 10 days, 80 per cent; 11 to 15 days, 70 per cent; 16 to 20 days, 60 per cent; 21 to 25 days, 50 per cent; 26 to 30 days, 40 per cent. If a student is in attendance six weeks or more there is no refund.

**Physical Education Fees**—All men pay a fee of 50 cents per quarter, \$1 being deposited and 50 cents refunded at the end of the quarter if towels are returned. All women who take Physical Education 01 pay a fee of 75 cents a quarter, \$1.25 being deposited and 50 cents refunded if towels are returned.

**Music Fees**—Students enrolled in the college and pupils attending the campus school pay a fee of \$10 per quarter for one thirty-minute lesson each week. Persons not enrolled in the college or the campus school pay a fee of \$15 per quarter for one thirty minute lesson each week. A fee of \$1.50 each is charged for any number of thirty-minute lessons less than a full quarter's work of twelve lessons. Rent for auditorium or studio organ is \$3 a quarter. Practice pianos are available for music students.

**Miscellaneous Fees**—Students pay a small fee for materials and for breakage in connection with courses in chemistry, commercial education, home economics, natural science, and industrial arts. A fee to cover transportation in connection with field trips is charged in some of the courses in agriculture.

A fee of \$1 per credit hour is charged in any case in which a student is permitted to earn credit by examination.

A fee of \$1 is charged for a transcript of a student's record except that one transcript is furnished without cost upon graduation from a curriculum.

**Locker Fees**—Corridor lockers are rented to students at 25 cents a quarter. Each student furnishes his own padlock.

**Medical Service and Hospital Fees**—Medical advice and treatment are provided students by the Health Director and his assistants without additional cost since a portion of the College Fee is set aside for the purpose of defraying the expenses of this service. The Health Director or his assistant may be consulted in the offices of the Health Director at stated hours. In case of emergencies the services of the Health Director or of an assistant are available at other hours. Every case of illness should be reported promptly to the Dean of Men or the Dean of Women. If no physician is in charge of the case, the head nurse will visit the student and give advice.

The college maintains a hospital for the benefit of its students. No specific hospital charge is made to a student for the first five days in the hospital in any quarter. After five days the charge is \$2 a day. The fee for a private nurse is paid by the patient. Any regularly authorized physician may be employed at the patient's expense.

## The Residence of Women Students

All women students who do not live in their own homes must live in college residence halls or in rooming houses approved by the Dean of Women. During their first three quarters of attendance, if not living with their parents or legal guardians, all women students are required to live in Bartlett Hall, the residence hall for new students, unless given special permission to live in private homes. All such special permissions must be obtained from the Dean of Women **before** registration day.

**Application for Rooms in Residence Halls.** The application for a room reservation in one of the residence halls is made to the Dean of Women and must be accompanied by a deposit fee of \$5. The deposit fee is retained as a damage fee until the end of the period of residence when any unused portion is returned. If an applicant for whom a room has been reserved finds it necessary to cancel her reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Women's office ten days before the opening day of the quarter.

Assignments are made in the order of application except that students in residence during the academic year have the privilege of reserving their rooms for their own use during the summer quarter if the request is filed before March 1. All rooms not thus reserved are assigned in order of application. Definite assignments are made and notices are mailed two weeks before the opening of a quarter.

**Occupancy.** Residence halls will be open for occupancy for the 1943 summer quarter at 9:00 a. m. on Tuesday, June 1, and for the 1943-44 academic year at 9:00 a. m., Saturday, September 4. They may be occupied by students until noon of the day following the official ending of a quarter. Reservations will not be held after registration day unless the rental for the quarter has been paid in full prior thereto.

**Rates and Payment.** The rental rates are \$30 per quarter for each student for a double room with one window, \$33 per quarter for each student for a double room with two windows, and \$36 per quarter for a single room. The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of a quarter.

**Bartlett Hall.** This residence hall is reserved for women students during their first three quarters of attendance. The hall, a fireproof building, houses 520 students and contains attractive living rooms, browsing rooms, spread rooms, recreation rooms, and complete office facilities for the administration of the various personnel functions. Pressing rooms and service rooms for each 30 students add to the convenience of living in the building. Student rooms have hot and cold water, a clothes closet for each occupant, study table, floor lamp, dresser, and single beds equipped with excellent inner spring mattresses and mattress pads. Each student furnishes her own linen, blankets, and towels. Bedspreads and draperies are furnished by the college. A more detailed description of the facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter. Living conditions are supervised by a trained staff which includes the director, a resident physician, the director of social life, and the housekeeper.

**Anna B. Lawther Hall.** This residence unit is reserved for upper classmen who have been enrolled in the college more than three quarters. Its facilities and conveniences include the best features of present-day student residence halls. Living conditions are supervised by a trained staff. Each student furnishes her own



sheets, pillowcases, and hand and bath towels. A pamphlet describing facilities accompanies the notice of room assignment which is mailed two weeks before the opening of a quarter.

**Accredited Rooming Houses.** A list of accredited rooming houses will be furnished upon request to those students eligible to live outside the college residence halls. In all rooming houses students furnish their bedding and linens. The college is not a party to agreements made between students and landlords, although certain housing standards are enforced by the college.

## The Residence of Men Students

All men students who do not reside at the home of a parent or guardian must live in one of the residence halls for men or in rooming houses approved by the Dean of Men. Exceptions to this regulation are made only in special instances.

**The George T. Baker Hall for Men and The Homer H. Seerley Hall for Men.** The George T. Baker Hall for Men and The Homer H. Seerley Hall for Men accommodate 230 students. The buildings are fireproof and are equipped with every facility for the comfort and convenience of residents. Lobby, student lounge, solarium, recreation rooms, and showers are provided. Student rooms are furnished with single beds, mattresses and mattress pads, pillows, blankets, bedspreads, straight chairs, easy chairs, built-in study tables with shelves, built-in clothes closets, bedside stands, and wastepaper baskets. Every room is equipped with hot and cold running water and adequate lighting facilities. Each student living in the men's dormitories is required to furnish four single sheets, size 63 by 99 inches, three pillowcases, size 42 by 36 inches, six hand towels, and four bath towels. Living conditions are supervised by the director and the housekeeper.

**Application for Rooms in Residence Halls.** The application for a room reservation is made to the Dean of Men and must be accompanied by a deposit fee of \$5. The deposit fee is retained as a damage fee until the end of the period of residence when any unused portion is returned. If an applicant for whom a room has been reserved finds it necessary to cancel his reservation, the deposit fee is refunded only if the cancellation notice reaches the Dean of Men's office ten days before the opening of the quarter.

Assignments are made in the order of application except that students in residence during the academic year have preference in the selection of rooms.



**Occupancy.** Residence halls will be open for occupancy one day before enrollment day and must be vacated by noon of the day following the close of the quarter. If a reserved room is not occupied on the opening day of the quarter and arrangements have not been made for later occupancy, the reservation may be cancelled at the discretion of the Dean of Men.

**Rates and Payments.** The rental rates are \$30 per quarter for each student for a double room with one window, \$33 per quarter for each student for a double room with two windows, and \$36 per quarter for a single room. The entire rental fee is payable at the time of registration. No refunds of room rent are made after the second Friday of the quarter.

**Accredited Rooming Houses.** A list of accredited rooming houses for men students will be furnished upon request. In all rooming houses students furnish their bedding and linens. The managers of rooming houses for men require written contracts, and while the college supervises rooming house conditions, it is not a party to the room contract.

## The Commons

The Commons houses the food service units and additional recreational facilities. The food service department is equipped to offer the maximum in good food at low cost. There are five dining rooms arranged for cafeteria, dining room, and party service. A fountain room offers late breakfast and light lunches, as well as regular fountain service. A trained dietitian is in charge of the department.

Included in the recreational facilities are a large recreation hall, student lounges, faculty lounges and club rooms. All of these rooms are completely equipped to carry on the program of social education which is a distinctive part of campus life at the Iowa State Teachers College.

## Resumé of a Student's Expenses Per Year

Expenditures for such items as board, books, and incidentals vary considerably. The following itemized statement indicates typical expenditures during the freshman year:

Matriculation fee (for first enrollment only).....	\$ 5
Tuition—\$26 for each of three quarters.....	78
Room—\$30 for each of three quarters.....	90
Board—\$54 (\$4.50 per week) for each of three quarters .....	162
Books, supplies, and laboratory fees—\$10 for each of three quarters .....	30
	<hr/>
	\$365

This amount provides medical service, five days of hospitalization per quarter if necessary, admission without further charge to all athletic events, and reduced subscription rates to student publications.

It does not include clothing or transportation between the student's home and the campus. Neither does it include fees for private instruction in music which is required of all students whose major or minor is in the field of music.

## Employment

Many students earn a part of their expenses while attending college. The offices of the Dean of Men and the Dean of Women will give all possible help to students who need to secure part-time employment. No fee is charged for this service, but the student is required to maintain the college standards as to health and scholarship. Appointments are made for one quarter and must have the approval of the department supervisors for renewal.

Students are cautioned not to carry too much outside work during their first quarter of residence. Full time is needed to make adjustment to the new environment, to engage in extra-curricular activities, and to attain a high standard of excellence in scholarship. Fifteen hours a week of outside work is considered the maximum. If outside work in excess of fifteen hours a week must be done, the number of credit hours carried should be reduced accordingly.

Since February 1934 the Iowa State Teachers College has received funds from the Federal Government to be used for the employment of needy and able students. This financial assistance will be available to students as long as the Federal Government continues to provide the college with funds.

## Partial Tuition Exemptions

The college has no scholarships to place at the disposal of its students. It does grant partial tuition exemptions each year to approximately seventy-five able young men and women who need aid in financing their college education. Only persons who are residents of Iowa and graduates of Iowa high schools are eligible for these tuition exemptions. These grants have a value of \$20 per quarter, or \$60 per year, and are made only to first-year students. Each grant is continued for four consecutive years of college work, not including the summer session, providing the recipient maintains a satisfactory scholarship record. In order to receive consideration for these grants-of-aid, prospective students must file their applications in the office of the President not later than June 1, and must take the placement tests beginning at 8:30 a. m. on June 11, 1943, in one of the following centers: Room 205, High School Building, Atlantic; Wilson High School Auditorium, Willow and Second Streets, Cherokee; Room 311, West Junior High School, Fifteenth and Center Streets, Des Moines; Room 201, High School Building, Washington; and the Men's Gymnasium on the Iowa State Teachers College campus. The successful applicants will be notified about July 15.

## Student Loan Funds

The college maintains a loan fund for worthy students who are in need of such assistance. Loans are made only to students who have completed four or more quarters of college work, who have completed at least two full quarters in residence at this college, and who are within approximately one year of graduation. In order to be eligible for a loan, the applicant must have earned at least two times as many grade points as hours of credit. Applications for loans must be on file with the secretary of the loan fund committee at least one month before the loan is to be needed.

The Seerley Foundation was organized by The General Alumni Association of The Iowa State Teachers College and incorporated under the laws of Iowa in 1928. Among other services, The Seerley Foundation has maintained a loan fund for students whose scholastic standing, college classification, and financial requirements are approved. Full information covering the loans available from The Seerley Foundation can be obtained on application to the Bureau of Alumni Service, Gilchrist Hall.



## Student Organizations

At the Iowa State Teachers College extracurricular activities are planned and fostered because of the significant contribution they can make to the education of the student. Faculty advisers help the individual student to plan a program of extracurricular activities that will supplement the curricular program so that each student may have the maximum opportunities which the college has to offer.

The Men's Union and Women's League, organizations comprising all men and women students on the campus, are also interested in promoting the intellectual and social growth of the members through projects particularly fitted to their respective memberships. The Student Council, an administrative group representing the entire student body, carries on a program of work which gives students an opportunity to participate in the life of the college in such a way as to make it an experience in democratic living. The work of these three organizations—Student Council, Men's Union and Women's League—is coordinated to give the maximum benefits of growth which might come from the participation in the solution of campus problems.

Aside from the campus leadership organizations noted, there are interest groups which include departmental clubs and religious organizations. Provision is made for other organizations which bind students of similar interests together; for honor and recognition organizations; for social organizations; and for a student publishing association.

**Departmental Clubs.** Departmental clubs are maintained in order to stimulate interest in various major lines of work and to acquaint students with new ideas in the different fields. The clubs are the Art League, Industrial Arts Guild, the Alembic (Chemistry), First Year Kindergarten-Primary Club, Second Year Kindergarten-Primary Club, Beta Alpha Epsilon (Elementary B.A. Club), Elementary Education Club, Kappa Pi Beta Alpha (Kindergarten-Primary Education), Country Life Club (Education), Hamilton Club (Speech), Writers' Club, Ellen Richards Club (Home Economics), Future Business Leaders of America (Commerce), Mathematics Club, Language Club, Chemistry Seminar, Biology Club, Physical Education Club, Women's Athletic Association, Life Saving Corps.

**Religious Organizations.** Religious organizations maintained on the campus are the United Student Movement, which sponsors a religious program open to the entire student body, the Catholic Students' Association and various denominational groups.



**Miscellaneous Interest Groups.** Alpha Phi Omega (National Boy Scout Fraternity), Campus 4-H Club, Tau Chi Eta (Pep Fraternity) are included.

**Honor Organizations.** Superior achievement in various lines of educational work is recognized by membership in the following honor organizations: Kappa Delta Pi (national honor scholastic fraternity), Delta Sigma Rho (Debate), Theta Alpha Phi (Drama), Sigma Tau Delta (English), Kappa Mu Epsilon (Mathematics), Pi Omega Pi (Commercial Education), Gamma Theta Upsilon (Geography), Lambda Delta Lambda (Physical Science), Beta Beta Beta (Biology), Pi Gamma Mu (Social Science), Phi Mu Alpha Sinfonia and Sigma Alpha Iota (music fraternities for men and women respectively), Theta Theta Epsilon (Home Economics), Orchesis (Dance), I Club (for men who have won letters in intercollegiate sports), Blue Key (a national honor fraternity for men), Epsilon Pi Tau (Industrial Arts), Purple Arrow (local scholastic honor society for first- and second-year women), Torch and Tassel (local honor society for junior and senior women), Golden Ledger (local honor society for first- and second-year commercial education students), Social Science Honors Society, Iowa Teachers First (open to those who achieve excellence of college record), and Future Teachers of America (open to all those who are interested in teaching as a profession).

**Social Organizations.** There are ten local sororities: Alpha Beta Gamma, Delta Phi Delta, Kappa Theta Psi, Phi Phi Omega, Pi Tau Phi, Phi Sigma Phi, Pi Theta Pi, Tau Sigma Delta, Theta Gamma Nu, and Nu Omicron Nu Sigma Phi.

There are three local fraternities. Alpha Chi Epsilon, Lambda Gamma Nu, and Xanho; and two fraternities which have other chapters outside the state, Alpha Delta Alpha, and Phi Sigma Epsilon.

**Music Organizations.** College Chorus, A Cappella Chorus, College Symphony Orchestra, Men's Band, Women's Band, and Women's Chorus make up this group.

**Student Publishing Association.** The Student Publishing Association is governed by the Board in Control of Student Publications consisting of five students and four members of the faculty. The College Eye, weekly newspaper, and the Old Gold, student annual, are edited by students under the supervision of the Director of the Bureau of Publications and the Board in Control of Student Publications. The Pen, a quarterly magazine sponsored by the Department of English and managed by a Board of Control composed of four faculty members and five students, publishes significant literary and artistic productions of students.

## Placement Bureau

Graduates and former students of the college who have been in residence for three or more quarters are assisted by the Placement Bureau in obtaining teaching positions. Direct services are given upon request to superintendents and other school officials by recommending qualified candidates and furnishing copies of confidential credentials. Recommendations are based upon personality, scholarship, teaching traits, success in student teaching, actual teaching experience, character, and professional growth. The bureau is not in a position to guarantee its registrants teaching positions but it does give them all the support that is justified by the records and recommendations filed with the bureau.

A fee of \$3 is charged for registration with the Bureau. Each registration continues in force for one year from the date the fee is paid. Prospective graduates from the college are required to register with the Bureau but no fee is charged if registration is completed within the first six weeks of the quarter of graduation or prior to this time. Prospective June and August graduates are urged to register not later than within the first six weeks of the winter quarter preceding their graduation. Former graduates who are now teaching and who desire the services of the Bureau are requested to complete their registration with the Bureau before February 1.

# General Regulations

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## Entrance Requirements

Graduates of four-year public high schools or three-year senior high schools (10th, 11th, and 12th grades) in the state, and graduates of secondary schools which have been accredited by the Iowa Board on Secondary School Relations are admitted to college courses.

Graduates of secondary schools in other states, if such schools are accredited by the state university of the state, are admitted to the Iowa State Teachers College, if their scholarship record averages as high as the average mark of the high school.

Persons twenty-one years of age or over who have not completed 14 units\* of secondary school work may be admitted conditionally as adult students to college courses.

A student who is not a graduate from a four-year secondary school, but who presents a properly signed certificate showing a minimum of 14 units of credit, with deficiency not exceeding one unit, and recommending him for admission to the college, will be admitted on condition that he make up this deficiency within his first year in college. He is not to undertake, except by permission of the Dean of the Faculty, courses in high school or academy, under private tutor, or by private study with expectation of being admitted to entrance examination, while at the same time carrying a full college schedule. Such a student will not be permitted to remove this condition by taking an examination in a subject which he has been taking in college for graduation credit.

Graduates of unaccredited schools in Iowa or in other states, if not admitted as adult students, are admitted only on examination.

Students residing outside the state who have attended another college are not admitted to the Iowa State Teachers College unless their scholarship record averages C for all work undertaken in college.

Students residing in Iowa who have been in attendance at another college and who are under suspension from that college

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\*Secondary school work is measured in units. A unit is defined as the equivalent of one high-school study satisfactorily pursued for one school year of at least thirty-six weeks in length, with five periods a week. The length of the recitation periods shall be not less than forty minutes and the laboratory periods not less than sixty minutes. A unit represents one-fourth of the full regular work of a student.



because of their scholarship are not admitted to the Iowa State Teachers College.

Students who have been suspended from another college for reasons other than scholarship are not admitted to the Iowa State Teachers College except as their cases may be reviewed by the President of the college.

## Admission to Curricula

Applicants from four-year secondary schools—

For unconditional admission—15 units; conditional admission—14 units as follows:

### Required

English (composition and rhetoric, literature, grammar) .....	3 units
Social studies (history, civics, economics, sociology) .....	1½ units

Restricted Electives (from the following)..... 4½ units

English  
Social studies  
Mathematics (algebra, geometry, trigonometry)  
Foreign language  
Science

Free Electives ..... 6 units

These 6 units may include additional work in the foregoing subjects or whatever work the secondary school certifies as counting toward graduation.

Applicants from senior high schools (10th, 11th, and 12th grades)—

For unconditional admission—11 units; conditional admission—10 units.

### Required

English .....	2 units
Social studies .....	½ unit

Restricted Electives (from the following)..... 3½ units

English  
Social studies  
Mathematics (algebra, geometry, trigonometry)  
Foreign language  
Science

Free Electives ..... 5 units

These 5 units may include additional work in the foregoing subjects or whatever work the secondary school certifies as counting toward graduation.



A student admitted to a curriculum with an entrance deficiency must earn nine extra hours of college credit for each unit of deficiency in order to meet the requirements for graduation. If the deficiency is in English or in social studies, the extra credit must be in English or in social studies.

For a graduate of an approved four-year high school or an approved senior high school, an entrance deficiency is waived in case the student passes the placement tests in a satisfactory manner and makes a scholarship record which averages C on the first forty-five hours of work that are undertaken at the college.

The entrance requirements are waived for a student who is 21 years of age or past 21 when he enters in case the student passes the placement tests in a satisfactory manner and makes a scholarship record which averages C on the first forty-five hours of work that are undertaken at the college.

## Groups of Secondary School Subjects

College entrance subjects are classified in the following six groups. The subjects included in these groups, the number of units acceptable in each subject, and other restrictions, are given below.

### 1. English

The 3 required units in English must be selected from composition and rhetoric, literature, and grammar. College entrance credit for English grammar, not exceeding  $\frac{1}{2}$  unit, will be accepted only if taken after the completion of ninth-grade work. Additional work in English may include composition and rhetoric, literature, and not to exceed  $\frac{1}{2}$  unit each in business English, journalism, and public speaking.

### 2. Social Studies (history, civics, economics, sociology)

Ancient history .....	$\frac{1}{2}$ to 1 unit
Medieval and modern history .....	$\frac{1}{2}$ to 1 unit
English history .....	$\frac{1}{2}$ to 1 unit
United States history (only if taken after the completion of ninth grade work)....	$\frac{1}{2}$ to 1 unit
General or world history.....	$\frac{1}{2}$ to 1 unit
Civil government or community civics.....	$\frac{1}{2}$ to 1 unit
American citizenship .....	$\frac{1}{2}$ unit
Economics .....	$\frac{1}{2}$ unit
Sociology .....	$\frac{1}{2}$ unit

## 3. Mathematics

Elementary algebra (not less than 1 unit accepted) .....	1 unit
Third semester algebra.....	$\frac{1}{2}$ unit
Fourth semester algebra (essential equivalent of college algebra).....	$\frac{1}{2}$ unit
Plane geometry (not less than 1 unit accepted) .....	1 unit
Solid geometry .....	$\frac{1}{2}$ unit
Plane trigonometry .....	$\frac{1}{2}$ unit

## 4. Foreign Language

Not less than 1 unit nor more than 4 units accepted in any single foreign language.

## 5. Science

Agriculture .....	$\frac{1}{2}$ to 2 units
Astronomy .....	$\frac{1}{2}$ unit
Biology (not in addition to botany and zoology) .....	$\frac{1}{2}$ to 1 unit
Botany .....	$\frac{1}{2}$ to 1 unit
Chemistry (not less than 1 unit accepted) ..	1 unit
General Science .....	$\frac{1}{2}$ to 1 unit
Geology .....	$\frac{1}{2}$ unit
Physics (not less than 1 unit accepted)...	1 unit
Physiography .....	$\frac{1}{2}$ to 1 unit
Physiology .....	$\frac{1}{2}$ unit
Zoology .....	$\frac{1}{2}$ to 1 unit

## 6. Miscellaneous

Six units may be accepted from whatever commercial, industrial, or nonacademic subjects are counted toward graduation from the high school, except that work in arithmetic will not give college entrance credit unless it is taken after the completion of ninth-grade work.

## 7. Other Restrictions:

- Not less than  $\frac{1}{2}$  unit in any single subject (or  $\frac{1}{3}$  unit in the case of a secondary school whose year is divided into three terms of twelve weeks in length) will be accepted.
- In freehand or mechanical drawing, manual training, typewriting, and the laboratory elements of domestic science or bookkeeping, laboratory periods of not less than 60 minutes are required.
- Any subject such as physical training, music, glee club, band, etc., which is permitted in addition to four

regular high-school subjects is considered an extra-curricular subject. In special cases credit of not more than  $\frac{1}{2}$  unit per year in such extracurricular subjects may be used toward admission, if counted toward graduation from the high school.

d. Maximum Credits Per Year

Not more than five units of college entrance credit may be allowed for the work of any year. Only four units will be allowed for ninth-grade work in a junior high school.

e. Credits Earned in Summer Schools

Credit earned in high-school summer sessions where the normal student load is two subjects, each with two forty-five minute recitation periods a day, will be accepted as follows:

For an eight-week summer session the total amount of credit to be accepted is 1 unit, or  $\frac{1}{2}$  unit in each subject.

For a six-week summer session the total amount of credit to be accepted is  $\frac{3}{4}$  of a unit, or  $\frac{3}{8}$  unit in each subject.

f. Credit Earned by Tutoring

A student who has not severed his connection with his high school may be permitted to make up work under the supervision of an approved private tutor with the provision that examinations for high-school credit will be given by the high-school authorities. If the credits are earned by tutoring, and not in conformity with the provisions stated, such credits are not to be accepted for college entrance except by examination taken at the institution which he desires to enter.

After a student has severed his connection with the high school he may receive college entrance credit for work which he may accomplish in any other way than as a regular member of the high-school class, only by examination at the institution for higher learning which he desires to enter.

## Notice to Prospective Students

Make application for admission as early as possible. An application blank appears on the last page of this bulletin.

Certificates of high-school credit should be sent to the Registrar several weeks before the time for enrollment. A certificate



must be furnished from each high school attended unless the high school from which the student was graduated furnishes a complete listing of all high-school credits.

College credit earned at other approved colleges and at approved junior colleges is accepted and used in meeting the requirements for graduation so far as it can be used on the curriculum selected by the student.

Transcripts of college credit should be sent to the Registrar several weeks before the time for enrollment. An official transcript must be furnished from each college attended. **The application for admission, high-school credits, and transcripts of credit earned in other colleges must be in the office of the Registrar before an admission card can be issued.**

## Advisers and Amount of Work

The registration of every student is subject to the approval of an adviser or an advisory committee.

The regular work of the student consists of three five-hour courses or equivalent, with one extra hour if desired, and in addition until the requirements are satisfied Physical Education 01.

The minimum amount of academic work that a regular student is permitted to take is two five-hour courses or equivalent.

A student may take a drill course in penmanship or music or directed observation in addition to the credit work which he is permitted to carry.

Students in general may not register for more than regular work and a drill course or directed observation during the first two quarters in residence.

After the first two quarters in residence a student who has maintained a high rank in scholarship may be permitted by his adviser to register for more than 16 hours of work a week; but in no case is a student permitted to register for more than 20 hours of credit work, the amount of work being counted as if each course were taken for full credit.

A student who has received a degree from a standard college may be permitted by his adviser to register for a maximum of 20 hours of credit work a week.

## Absences and the Making Up of Work

Work lost by late enrollment may not be made up for credit except with the consent of the Dean of the Faculty.

Work lost by change of registration after the first three days of recitation of any quarter may not be made up for credit with-



out the consent of the Dean of the Faculty unless the change was due to a notification of error in registration.

Students must be in attendance for the full quarter to receive any credit for the work. The practice of permitting students to earn credit for the first six weeks of one quarter and the second six weeks of another quarter has been discontinued.

Work left incomplete at the end of a quarter will be reported as a Failure unless permission is obtained from the Dean of the Faculty to have it reported as Unfinished. Work reported as Unfinished may not be completed after the expiration of six months from the time at which the report was made. If the work reported as Unfinished is not made up within six months, it is automatically entered as a Failure on the student's record.

Students are expected to attend all classes for which they are scheduled unless prevented by illness or other very valid reason. Lost work amounting to more than one-sixth of the course may not be made up for credit.

When students are absent without excuse or when excused absences are not made up, additional work is required for graduation. One-tenth of a quarter hour is added to the requirements in the case of each course for every period unexcused or not made up. Two periods of laboratory work are counted as one period of class work.

## Marks and Grade Points

The marks A, B, C, D, F (Failed), and U (Unfinished) are used in indicating quality of work.

Grade points are awarded as follows: for each hour of credit work marked A, 4 grade points; B, 3 grade points; C, 2 grade points; D, 1 grade point; F, 0 grade points.

Students may be suspended temporarily or indefinitely if they do not maintain a satisfactory scholarship record.

## Independent Study

Senior students of outstanding ability and achievement who pursue majors in the Departments of Education, English, Mathematics, Science, or Social Science may be permitted to earn not to exceed ten quarter hours of credit by independent study. Application for this privilege should be made to the head of the department in which the student is pursuing a major during the last quarter of the junior year and not later than the middle of the first quarter of the student's senior year. The student's program of independent study will be under the immediate super-

vision of one or more faculty members and under the general supervision of the Committee on Independent Study.

## General Requirements for Graduation

**Residence and Residence Credit**—To meet the requirements for a degree a student must be in residence at this institution at least thirty-six weeks, earning in such residence at least 45 hours of college credit. To meet the requirements for the completion of a one-year or two-year curriculum, a student must be in residence at this institution at least twenty-four weeks, earning in such residence at least 30 hours of college credit. The last 15 hours of credit earned before graduation must be earned in residence at Cedar Falls.

Three-fourths of the credit required for the completion of any curriculum must be earned by residence work.

**Physical Education**—A student is required to take work in Physical Education 01 each fall, winter, and spring quarter of attendance at Cedar Falls unless he is released from a part or all of this requirement by the Health Director or the Dean of the Faculty or is teaching in a rural demonstration school or in an affiliated school. For the duration of the war, this regulation applies every quarter to students of any classification.

For the duration, all men students are required to take Physical Education 01 five days a week except that men students in the College Band may be excused on Tuesday and Thursday and men students in the College Orchestra may be excused on Monday and Wednesday. Students participating in both band and orchestra may be excused for only one of these organizations, except that juniors and seniors registering for and participating in both organizations may be excused from physical education.

The director of the band and the conductor of the orchestra shall furnish a list of the men students participating in their organizations who wish to be excused from two days of physical education because of that activity, to the Head of the Department of Physical Education for Men, not later than the second week of each quarter.

Not less than two quarters of Physical Education 01 are required for the completion of one year of the curriculum for teachers in rural schools and not less than three quarters for graduation from any other curriculum.

One hour of credit is granted for the completion of one quarter of work in Physical Education 01 but in no case will a student be permitted to use more than six hours of credit in

Physical Education 01 in meeting the requirements of a curriculum. Only one hour of credit in Physical Education 01 may be earned in any one quarter although a student may schedule for more than one class.

A temporary excuse from Physical Education 01 by the Health Director does not release the student from any part of the total requirement in Physical Education 01.

**Listing of Candidates for Graduation**—A student may be listed as a candidate for graduation at the end of a quarter if the completion of the work for which he is registered would meet all the requirements for graduation exclusive of grade points, and if the grade points to be earned do not exceed the number which could be earned for the hours for which he is registered.

**Scholarship Requirement for Graduation**—To be recommended for graduation a student must earn two times as many grade points as hours attempted in residence and by extension work at this institution. If part of the credits were earned at another college with an average scholarship mark which is below C, the scholastic average here must be sufficiently high to insure an average scholarship mark in all college work attempted of not less than C.

If a student has failed to be recommended for graduation because of his scholastic average, the deficiency may be removed only by work taken in residence.

**Note**—A student who expects to be graduated at the end of a quarter should make written application for graduation at the opening of the quarter. This application is filed in the office of the Registrar.



# Teachers Certificates

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## County Certificates

**Normal Training**—The college makes provision for the twelve weeks of normal training required by law for a county certificate by examination. To be admitted for normal training a student must be a graduate of a four-year approved high school. To obtain a statement certifying to twelve weeks of normal training a student must earn twelve weeks of credit (5 hours) in Rural School Management (Education 50) and twelve weeks of credit in each of two other five-hour college subjects designated by the State Board of Educational Examiners.

**Examinations for County Certificates**—The examinations for county certificates are held at the college at stated times in January, June, August, and October. Information concerning these examinations may be obtained at the office of the Registrar.

**Substitutions for Examinations**—Information concerning the substitution of credit in certain courses for examinations required for county certificates may be obtained at the office of the Registrar.

A student who has completed two years of college work including at least 3 quarter hours of work in American Government (Government 132 or 133) and 15 hours of work in elementary education or in elementary education and educational psychology as prescribed by the Board of Educational Examiners may receive a first grade uniform county certificate, if the whole record is approved by the Board of Educational Examiners.

## Three-Year Certificates

Students who complete the one-year rural curriculum may receive, when eighteen years of age, a three-year special rural teacher's certificate without examination.

## Five-Year Certificates

Graduates of the Iowa State Teachers College when eighteen years of age may receive certificates without examination as indicated below:

For the completion of a two-year curriculum, a standard elementary certificate;

For the completion of a four-year curriculum with a major in nursery school-kindergarten education, kindergarten-primary education, or elementary education, an advanced elementary certificate;

For the completion of a four-year curriculum with a major in art, industrial arts, music, or physical education, a five-year special certificate or a standard secondary certificate;

For the completion of a four-year curriculum with a major in other lines than those mentioned above, a standard secondary certificate.

The requirements for the issuance of the elementary principal's certificate, the secondary principal's certificate, and the supervisor's certificate may also be satisfied by work taken in this institution. Detailed information with regard to these requirements may be obtained at the office of the Registrar.

# Curricula

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The various curricula of the Iowa State Teachers College provide preparation for the work of different types of teachers and administrators as follows:

**Four-year Curricula:** teachers of art, commercial education, English, foreign languages, home economics, industrial arts, mathematics, music, physical education, science, and social science; critic teachers, supervisors of nursery school and kindergarten, and of primary, intermediate, and upper grade work; elementary and secondary school principals.

**Two-Year Curricula:** teachers in kindergarten-primary grades, teachers in grades above the primary, and teachers in rural schools.

The college cooperates with the various military organizations including the Army, the Navy, the Air Corps, and the Marines. Students enlisted in these services may continue their college education usually until graduation.

## Four-Year Curricula

### Introductory Statement

The four-year curricula are organized to include majors and lead to the degree of Bachelor of Arts. The requirements of majors and minors are indicated in statements preceding the courses of instruction in each major line. The fields from which majors and minors may be chosen are:

#### Majors

Applied music  
Art  
Commercial education  
Earth science  
Elementary education  
English  
French  
History  
Home economics  
Industrial arts  
Kindergarten-primary education  
Latin  
Mathematics

#### Minors

Agriculture  
Art  
Band and orchestra conducting  
Biological science  
Chemistry  
Commercial education  
Earth science  
Economics and sociology  
English  
French  
German  
Government  
History



Nursery school-kindergarten education	Home economics
Physical education (men)	Industrial arts
Physical education (women)	Latin
School music	Mathematics
Science	Physical education (men)
Social science	Physical education (women)
Speech	Physics
	Spanish
	Speech
	Vocal music

A student must choose a major and the required number of minors before registering for courses which will include work of the sophomore year. The choice of the major and of the minors is subject to the approval of the head of the department in which the major is chosen.

The head of the department in which the major is chosen is the adviser of the student.

With the consent of the adviser more than one major or more than two minors may be chosen. Three or more minors are recommended in order that the student may be prepared for teaching in several fields.

The requirements for a degree include in addition to the general requirements for graduation at least 45 hours of credit earned in the junior and senior years in courses of this institution, at least 30 hours of credit earned in the junior and senior years in residence at this institution, and at least 60 hours of credit earned in courses numbered 400 and above.

Twenty hours of the work of a major must be in courses numbered 300 and above, and 10 hours must be in courses numbered 400 and above.

A student whose major is in the field of education and who has completed a two-year curriculum and has earned only 10 hours of credit in teaching must earn 5 hours of additional credit in teaching in the senior year unless released from this requirement by the Head of the Department of Teaching. If the major is in a field other than education, the student must earn credit in Teaching 400 and 408.

A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken.

Not more than 15 hours of teaching may be used in meeting the requirements for a degree.

The requirements for a standard secondary certificate include credit for at least  $22\frac{1}{2}$  hours of work in one major line and at least 15 hours in each of two other major lines as prescribed by the State Board of Educational Examiners.

To receive a second baccalaureate degree a student must meet all the requirements for that degree including at least 36 weeks of residence after receiving the first baccalaureate degree and not less than 45 hours of credit in addition to the credit required for the first baccalaureate degree.

## Curriculum For Teachers of Secondary School Subjects and of Special Subjects

### REQUIREMENTS FOR THE DEGREE

#### First and Second Years

Hours

<b>English 1:</b> English I .....	5
Additional work in English Composition.....	5
<b>Science 15:</b> Survey of Biological Sciences.....	5
<b>Elective</b> in science or mathematics.....	5
(Except courses in Agriculture or Mathematics 10)	
<b>Biological Science 13:</b> Health Education B.....	2
<b>Social Science 10:</b> Contemporary Affairs A.....	2
<b>Government 132:</b> American Government .....	5
<b>Education 305:</b> Introduction to Secondary Education.....	5
<b>Psychology 315:</b> Educational Psychology B.....	5
<b>Speech 20:</b> Fundamentals of Speech.....	3
<b>Physical Education 01</b> .....	6
<b>Electives</b> .....	48

(Eighteen hours of electives must be chosen from:  
foreign language, mathematics, science, English, and  
social science.)

In order to provide for the major and minors, care should be exercised to choose the subjects open to freshmen which are pre-requisite to later work in the major and minor fields.

#### Third and Fourth Years

Hours

<b>Psychology 416:</b> Psychology of Adolescence.....	3
<b>Education 425:</b> Statistical Methods in Education.....	2
<b>Education 460:</b> Methods and Measurements in the High School .....	5
<b>Special Methods</b> in the major line (course 490 or above)....	2

	Hours
<b>Teaching 400:</b> High School Observation and Participation..	2
<b>Teaching 408:</b> High School Teaching.....	6
English language and literature.....	5
(Unless 5 hours were taken during the first two years)	
<b>Social Science</b> .....	3
(To include Social Science 400: Contemporary Affairs B—2 hours, and 1 additional hour unless at least 7 hours were taken during the first two years.)	

**Electives** to make a total of 186 hours.

The work of a student must include a major and two minors.

The work in Physical Education 01 for women students must include Activities for Social Recreation except that a student whose major is art or speech or in the Department of Music may take Fundamentals of Rhythmic Education instead of Activities for Social Recreation.

For further details see Four-Year Curricula, Introductory Statement (page 56), and General Requirements for Graduation (page 52).

## Curricula For Teachers of Elementary Grades

A. Students desiring to major in elementary education in preparation for teaching in grades above the primary must meet the following requirements:

### First and Second Years

	Hours
<b>English</b> .....	10
<b>Speech 21:</b> Speech for Elementary Teachers.....	3
<b>Science</b> .....	10
(Nature Study or Survey of Biological Sciences and Survey of Physical Sciences)	
<b>Government 133:</b> American Government.....	3
<b>Social Science 10:</b> Contemporary Affairs A.....	2
<b>Education 10:</b> Introduction to Elementary Education.....	5
<b>Psychology 15:</b> Educational Psychology A.....	5
<b>Biological Science 12:</b> Health Education A.....	3
<b>Art 110:</b> Art Essentials.....	3
<b>Music 10:</b> Elements of Music.....	2
<b>Music 12:</b> Music for Intermediate Grades.....	2
<b>Industrial Arts 22:</b> Industrial Arts for Intermediate Grades	2



	Hours
<b>*Education 36: The Teaching of Reading and Spelling.....</b>	<b>5</b>
<b>Education 38: The Teaching of Social Studies in the Elementary School .....</b>	<b>2</b>
<b>Mathematics 10: Principles of Elementary Mathematics....</b>	<b>5</b>
<b>Education 45: Elementary School Management.....</b>	<b>3</b>
<b>Physical Education 01.....</b>	<b>6</b>
(To include Physical Education for Intermediate Grades)	
<b>Electives .....</b>	<b>25</b>

### Third and Fourth Years

<b>Psychology 415: Child Psychology .....</b>	<b>3</b>
<b>Psychology 416: Psychology of Adolescence or</b>	
<b>Psychology 412: Mental Hygiene.....</b>	<b>3 (or 2)</b>
<b>Education 425: Statistical Methods in Education.....</b>	<b>2</b>
<b>*Education 436: Reading and Language in the Elementary School .....</b>	<b>5</b>
<b>Education 455: Educational Tests for the Elementary School</b>	<b>2</b>
<b>Education 458: Mental Tests .....</b>	<b>3</b>
<b>Education 470: Elementary School Supervision.....</b>	<b>5</b>
<b>Mathematics 408: The Teaching of Arithmetic.....</b>	<b>3</b>
<b>Teaching 01: Directed Observation of Intermediate Grade Work .....</b>	<b>0</b>
<b>Teaching 406: Intermediate Grade Teaching.....</b>	<b>10</b>
<b>Social Science 400: Contemporary Affairs B.....</b>	<b>2</b>
<b>English 305: Literature for Intermediate Grades.....</b>	<b>3</b>
<b>Geography .....</b>	<b>5</b>
<b>History 304: American History since 1865.....</b>	<b>5</b>
<b>Electives .....</b>	<b>39 or 40</b>

The electives must be chosen so as to provide for at least 22½ hours in one of the following subject-matter groups and at least 15 hours in each of two others:

1. Art
2. English
3. Earth science
4. History
5. Mathematics
6. Music

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\*The student is required to take either Education 36 or Education 436.

7. Biological and physical science
8. Physical education and health

**Note:** In planning to meet the requirements in these subject-matter fields, students should note the following: Group 1 may include Industrial Arts 21 or 22 and Home Economics 460; Group 2 may include Speech 20, 368, and 485; Group 4 may include any credit from the Department of Social Science but must include at least 9 hours in history; Group 7 may include any credit from the Department of Science except courses in earth science and agriculture; Group 8 may include Home Economics 60, 470, or 471; and Biological Science 12.

For further details see Four-Year Curricula, Introductory Statement (page 56), and General Requirements for Graduation (page 52).

B. Students desiring to major in kindergarten-primary education must meet the following requirements:

### First and Second Years

	Hours
<b>English</b> .....	10
<b>Speech 21: Speech for Elementary Teachers</b> .....	3
<b>Science</b> .....	10
(Nature Study or Survey of Biological Sciences and Survey of Physical Sciences)	
<b>Government 133: American Government</b> .....	3
<b>Social Science 10: Contemporary Affairs A</b> .....	2
<b>Education 10: Introduction to Elementary Education</b> .....	5
<b>Psychology 15: Educational Psychology A</b> .....	5
<b>Biological Science 12: Health Education A</b> .....	3
<b>Art 110: Art Essentials</b> .....	3
<b>Music 10: Elements of Music</b> .....	2
<b>Music 11: Music for Kindergarten-Primary Grades</b> .....	2
<b>Industrial Arts 21: Industrial Arts for Kindergarten-     Primary Grades</b> .....	2
<b>Art 20: Art for Kindergarten-Primary Grades</b> .....	2
<b>Education 30: Language and Literature for Kindergarten-     Primary Grades</b> .....	3
<b>Education 25: Reading and Mathematics for Primary Grades</b>	5
<b>Home Economics 60: Nutrition of Children</b> .....	3
<b>Physical Education 01</b> .....	6
(To include Physical Education for Primary Grades and Fundamentals of Rhythmic Education)	
<b>Electives</b> .....	27

## Third and Fourth Years

	Hours
Psychology 415: Child Psychology .....	3
Psychology 408: Personality Development of Children or	
Psychology 412: Mental Hygiene.....	3 (or 2)
Education 425: Statistical Methods in Education.....	2
Education 455: Educational Tests for the Elementary School	2
Education 458: Mental Tests .....	3
Education 470: Elementary School Supervision.....	5
Teaching 02: Directed Observation of Kindergarten-	
Primary Work .....	0
Teaching 404: Kindergarten-Primary Teaching .....	10
Education 310: Methods in the Kindergarten.....	3
Education 442: Literature for Kindergarten-Primary	
Children .....	5
Social Science .....	5
(To include Social Science 400: Contemporary Affairs	
B—2 hours, and 3 additional hours unless at least 8	
hours were taken during the first two years)	
Electives .....	49 or 50

The electives must be chosen so as to provide for at least 22½ hours in one of the following subject-matter groups and at least 15 hours in each of two others:

1. Art
2. English
3. Earth science
4. History
5. Mathematics
6. Music
7. Biological and physical science
8. Physical education and health

**Note:** In planning to meet the requirements in these subject-matter fields, students should note the following: Group 1 may include Industrial Arts 21 or 22 and Home Economics 460; Group 2 may include Speech 20, 368, and 485; Group 4 may include any credit from the Department of Social Science but must include at least 9 hours in history; Group 7 may include any credit from the Department of Science except courses in earth science and agriculture; Group 8 may include Home Economics 60, 470, or 471; and Biological Science 12.

For further details see Four-Year Curricula, Introductory Statement (page 56), and General Requirements for Graduation (page 52).



C. Students desiring to major in nursery school-kindergarten education must complete the requirements outlined above for a major in kindergarten-primary education except that Nursery School Teaching is substituted for Kindergarten-Primary Teaching. They must have credit in the following:

	Hours
Psychology 408: Personality Development of Children.....	3
Psychology 412: Mental Hygiene .....	2
Education 450: Parent Education .....	5
Education 482: History of Nursery School, Kindergarten, and Primary Education .....	3

Students wishing to prepare for opportunity room teaching should complete one of the four-year curricula as outlined under A or B above and should include in the electives 20 hours from the following:

	Hours
Art 125: Art Crafts I.....	2
Physical Education for Women 303: Club and Camp Leadership .....	3
Sociology 358: Sociology .....	5
Sociology 360: Social Problems .....	2
Art 375: Marionettes, Masks, and Shadows.....	3
Psychology 408: Personality Development of Children.....	3
Psychology 412: Mental Hygiene.....	2
Education 444: The Education of Exceptional Children.....	3
Home Economics 460: Weaving and Home Crafts.....	3
Speech 485: Speech Correction.....	5

Students wishing to qualify for the elementary principal's certificate after having the required teaching experience should include Education 475: School Administration.

## Two-Year Curricula

### General Regulations

A minimum of 95 hours of college work is required for the completion of a two-year curriculum.

The student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken.

For a full statement of the requirements in Physical Education 01, see General Requirements for Graduation (page 52).

## Curriculum For Teachers in Kindergarten- Primary Grades

	Hours
<b>Education 10:</b> Introduction to Elementary Education.....	5
<b>Education 25:</b> Reading and Mathematics for Primary Grades	5
<b>Education 30:</b> Language and Literature for Kindergarten- Primary Grades .....	3
<b>Education 131:</b> Manuscript Writing .....	1
<b>Education 310:</b> Methods in the Kindergarten.....	3
<b>Psychology 15:</b> Educational Psychology A.....	5
<b>Art 20:</b> Art for Kindergarten-Primary Grades.....	2
<b>Art 110:</b> Art Essentials.....	3
<b>Industrial Arts 21:</b> Industrial Arts for Kindergarten- Primary Grades .....	2
<b>English 1:</b> English I .....	5
<b>Elective in English</b> .....	5
<b>Speech 21:</b> Speech for Elementary Teachers.....	3
<b>Home Economics 60:</b> Nutrition of Children.....	3
<b>Music 10:</b> Elements of Music.....	2
<b>Music 11:</b> Music for Kindergarten-Primary Grades.....	2
<b>Science 16:</b> Survey of Physical Sciences.....	5
<b>Biological Science 10:</b> Nature Study.....	5
<b>Biological Science 12:</b> Health Education A.....	3
<b>Earth Science 162:</b> Elements of Geography.....	5
<b>Social Science 10:</b> Contemporary Affairs A.....	2
<b>History 13:</b> European Backgrounds of American Civilization	5
<b>History 304:</b> American History since 1865.....	5
<b>Government 133:</b> American Government.....	3
<b>Teaching 02:</b> Directed Observation of Kindergarten- Primary Work .....	0
<b>Teaching 304:</b> Kindergarten-Primary Teaching.....	10
<b>Physical Education 01</b> .....	6

### Notes

1. With the consent of the Head of the Department of Teaching 5 hours of Nursery School Teaching (Teaching 302) may be substituted for 5 hours of Teaching 304.

2. The work in Physical Education 01 must include Physical Education for Primary Grades and Fundamentals in Rhythmic Education.

3. For further details, see General Requirements for Graduation (page 52) and Two-Year Curricula—General Regulations (page 63).

## Curriculum For Teachers in Grades Above the Primary

	Hours
<b>Education 10:</b> Introduction to Elementary Education.....	5
<b>Education 36:</b> The Teaching of Reading and Spelling.....	5
<b>Education 38:</b> The Teaching of Social Studies in the Elementary School .....	2
<b>Education 45:</b> Elementary School Management.....	3
<b>Psychology 15:</b> Educational Psychology A.....	5
<b>Art 110:</b> Art Essentials .....	3
<b>Industrial Arts 22:</b> Industrial Arts for Intermediate Grades	2
<b>English 1:</b> English I.....	5
<b>Elective in English</b> .....	5
<b>English 305:</b> Literature for Intermediate Grades.....	3
<b>Speech 21:</b> Speech for Elementary Teachers.....	3
<b>Mathematics 10:</b> Principles of Elementary Mathematics....	5
<b>Music 10:</b> Elements of Music.....	2
<b>Music 12:</b> Music for Intermediate Grades.....	2
<b>Science 16:</b> Survey of Physical Sciences.....	5
<b>Biological Science 10:</b> Nature Study.....	5
<b>Biological Science 12:</b> Health Education A.....	3
<b>Earth Science 162:</b> Elements of Geography.....	5
<b>Social Science 10:</b> Contemporary Affairs A.....	2
<b>History 13:</b> European Backgrounds of American Civilization	5
<b>History 304:</b> American History since 1865.....	5
<b>Government 133:</b> American Government .....	3
<b>Teaching 01:</b> Directed Observation of Intermediate Grade Work .....	0
<b>Teaching 306:</b> Intermediate Grade Teaching.....	10
<b>Commercial Education 01:</b> Penmanship .....	0
(Unless released for proficiency)	
<b>Physical Education 01</b> .....	6

### Notes

1. A student who shows suitable proficiency in penmanship may be released from the requirement in penmanship by the Direc-



tor of the Bureau of Research. With the approval of the Dean of the Faculty, Education 131: Manuscript Writing may be substituted for this requirement.

2. The work in Physical Education 01 for women students must include Physical Education for Intermediate Grades.

3. Students who wish to prepare for departmental work should complete more work than is required on a two-year curriculum and should make suitable preparation in the field or fields of specialization. Those who wish to prepare for teaching positions in junior high schools should have four years of college preparation.

4. For further details, see General Requirements for Graduation (page 52) and Two-Year Curricula—General Regulations (page 63).

## Curriculum For Teachers in Rural Schools

### First Year

	Hours
<b>Education 35:</b> Elementary School Methods.....	5
<b>Education 50:</b> Rural School Management.....	5
<b>English 1:</b> English I .....	5
<b>Mathematics 10:</b> Principles of Elementary Mathematics....	5
<b>Music 17:</b> Rural School Music.....	2
<b>Art 110:</b> Art Essentials.....	3
<b>Biological Science 10:</b> Nature Study or	
<b>Science 16:</b> Survey of Physical Sciences.....	5
<b>Earth Science 162:</b> Elements of Geography.....	5
<b>Government 133:</b> American Government .....	3
<b>History 13:</b> European Backgrounds of American Civilization	5
<b>Social Science 10:</b> Contemporary Affairs A.....	1
<b>Teaching 5:</b> Rural Observation and Participation.....	2
<b>Commercial Education 01:</b> Penmanship.....	0
(Unless released for proficiency)	
<b>Physical Education 01</b>	3

### Second Year

<b>Agriculture 355:</b> Rural Institutions.....	5
<b>Psychology 15:</b> Educational Psychology A.....	5
<b>Industrial Arts 21:</b> Industrial Arts for Kindergarten- Primary Grades or	
<b>Industrial Arts 22:</b> Industrial Arts for Intermediate Grades	2
<b>Music 11:</b> Music for Kindergarten-Primary Grades or	

	Hours
Music 12: Music for Intermediate Grades.....	2
Speech 21: Speech for Elementary Teachers.....	3
English 305: Literature for Intermediate Grades.....	3
Biological Science 12: Health Education A.....	3
English 100: English II.....	5
Elective in Science .....	5
Physical Education for Women 100: First Aid to the In- jured or	
Physical Education for Women 303: Club and Camp Lead- ership or	
Physical Education for Women 305: Play and Recreational Leadership .....	2 or 3
Social Science 10: Contemporary Affairs A.....	1
Teaching 105, 305: Rural School Teaching.....	10
Physical Education 01.....	3

### Notes

1. A student who completes the first year of this curriculum may receive a certificate of completion of the rural teacher curriculum and when eighteen years of age a rural teacher's state certificate. Completion of the second year entitles one to a two-year diploma and a standard elementary certificate.

2. A student who shows suitable proficiency in penmanship may be released from the requirement in penmanship by the Director of the Bureau of Research. With the approval of the Dean of the Faculty, Education 131: Manuscript Writing may be substituted for this requirement.

3. The work in Physical Education 01 for women students must include Physical Education for Intermediate Grades.

4. For further details, see General Requirements for Graduation (page 52) and Two-Year Curricula—General Regulations (page 63).

## The Four-Quarter Curriculum for Teachers in Rural Schools.

High school graduates who are recommended by their county superintendents and approved by the college may pursue the special four-quarter program operated by the college. Such students have certain privileges including a partial tuition exemption for the fourth quarter and the opportunity to do their appren-

tice teaching in their home county under the guidance of a specially selected Senior Teacher.

The curriculum for these students consists of the courses listed under the first year of the Curriculum for Rural Teachers, and in addition, Teaching 105 or 305—ten hours, and Agriculture 355—five hours.



# Courses of Instruction

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## Explanation of Course Numbers

Courses with 0 prefixed, open to students in any year of residence.

Courses 1- 9, open to freshmen only.

Courses 10- 99, open to freshmen and sophomores.

Courses 100-199, open to freshmen, sophomores, and juniors.

Courses 200-299, open to sophomores and juniors.

Courses 300-399, open to sophomores, juniors, and seniors.

Courses 400-499, open to juniors and seniors.

Courses 500-599, open to seniors only.

All first-year students are designated as freshmen; students who have completed 45 and less than 90 hours, as sophomores; 90 and less than 135 hours, as juniors; and 135 hours or more, as seniors.

## Arts

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Charles H. Bailey, B.S., Professor of Industrial Arts and  
Head of the Department

Bertha L. Patt, Professor of Art, Emeritus, Part-time Service

Agnes B. Cole, M.A., Assistant Professor of Art

Harold G. Palmer, M.A., Assistant Professor of Industrial  
Arts

Corley Agnes Conlon, M.A., Instructor in Art

John F. Dietrich, M.A., Instructor in Art

John W. Horns, M.A., Instructor in Art

## Art 1.

A major in art must include Art 110, 111, 112, 115, 125, 312, 480, 489, and 490; 7 hours from Art 315, 330, 405, 410, and 475; 5 hours from Art 340, 375, and 425; Industrial Arts 22 and 310; and electives in art to make a total of 47 hours, except that these

electives may include not more than 6 hours from Industrial Arts 110, Home Economics 460, and Home Economics 415 if credit in Art 315 is not earned.

A minor in art must include Art 110, 111 or 312, 115, 125 or 425, 490, and electives in art to make a total of at least 20 hours.

**16. Art Appreciation**—3 hours. Creative expression in various craft media to develop sensitivity to the aesthetic quality of both historical and contemporary art and to articles in one's environment. Daily.

**20. Art for Kindergarten-Primary Grades**—2 hours. Creative graphic expression on the adult level. Methods of providing art experiences which will bring about free growth of the creative forces within the child. Prerequisite: Art 110. Four periods a week.

**110. Art Essentials**—3 hours. Basic course. Drawing and color in composition using graphic materials suitable for art education of the child. Six periods a week.

**111. Drawing and Painting I**—2 hours. Experiential material expressed through line, form, and pattern as structural elements in composition. Prerequisite: Art 110. Four periods a week.

**112. Perspective**—2 hours. Type forms, single objects, groups of objects. Linear and aerial perspective. Four periods a week.

**115. Design I**—3 hours. A theory course giving practice in creative designing and in the appreciation of fine design and color. Six periods a week.

**125. Art Crafts I**—2 hours. Design principles applied to book-making and pottery. Four periods a week.

**312. Drawing and Painting II**—3 hours. Art structure elements of volume, solidity, and space. Acquaintance with modern painting as it affects the student's work. Design and composition in practice and appreciation. Prerequisite: Art 110 and 111 or 112. Six periods a week.

**315. Interior Design**—2 hours. Color and arrangement of textiles, furniture, and accessories for the home. Drawing and painting of elevations for experience in design and interpretation. Prerequisite: Art 110 and 115. Four periods a week.

**330. Lettering and Poster Design**—2 hours. Composition. Lettering in advertising, in books, and in other page arrangements. Prerequisite: Art 110. Four periods a week.

**340. Art Metal Work**—3 hours. Basic principles and operations of metal work applied to such materials as brass, copper, and pewter. Emphasis on design, materials, and finish. Six periods a week.

**375. Marionettes, Masks, and Shadows**—3 hours. Construction and manipulation of various types of puppets and marionettes. Making and use of masks. Methods of presenting a shadow play. Emphasis on effect of line, color, and design. Six periods a week.

**405. Water Color**—3 hours. A continuation of drawing, painting, and composition with emphasis on water-color technique. Prerequisite: Art 110, 112, and 312. Six periods a week.

**410. Figure Drawing and Painting**—3 hours. Special problems in figure drawing and painting. Use of various media, emphasizing oils. Prerequisite: Art 110 and 111. Six periods a week.

**415. Design II**—3 hours. Experimentation with a wide range of materials and techniques to develop creative ability in two and three dimensional design. Prerequisite: Art 115 or equivalent preparation. Six periods a week.

**425. Art Crafts II**—2 hours. Principles of creative design applied to textiles with linoleum block, stencil and silk screen methods and to modeling and lacing of leather. Appreciation of design and color in these media. Prerequisite: Art 115 or Industrial Arts 110. Four periods a week.

**475. Prints and Print Making**—2 hours. Appreciation of fine prints; study of tools and manipulation in print making; the making of prints. Intaglio and planographic prints with attention to their uses in advertising and in school publications. Prerequisite: Art 110 and 111. Four periods a week.

**477. Advanced Technical Problems**—2 to 5 hours. Credit only for a student whose major or minor is art. Advanced individual problems or projects in design, painting, or applied art. Prerequisite: approval of the Head of the Department of Arts and of the instructor.

**480. History of Art**—5 hours. A study of the cultural development of peoples as expressed through their architecture, sculpture, painting, and other arts.

**489. The Supervision of Art**—3 hours. The place and purpose of art in the public schools. Organization of art work in the public schools. Standards of appreciation, skills, and knowledge. Materials and equipment. Prerequisite: Art 110, 115, 125, and 111 or 312.



**490. The Teaching of Art**—2 hours. Credit also as a course in education for a student whose major is art. Prerequisite: Art 110, 115, 125, and 111 or 312, and Education 460.

## 2. Industrial Arts

A major in industrial arts must include Industrial Arts 40, 110, 115, 310, 311, 312, 320, 321, 322, 341, 415, 480, 485, and 490, and electives from Art 125, 340, and 425, or from other courses in industrial arts to make a total of not less than 40 hours.

The work of a student whose major is industrial arts must include Art 112 and Physics 140 and 343.

A minor in industrial arts must include Industrial Arts 40 or 341, 310, 311, 320, 321, 490, and electives in industrial arts to make a total of at least 20 hours.

**21. \*Industrial Arts for Kindergarten-Primary Grades**—2 hours. A study of the modern conceptions of the nature and purposes of industrial arts activities at the kindergarten and primary levels. Development of projects suitable for accomplishing these purposes through manipulative activities in which children may engage. Art 110 must precede or accompany this course. Four periods a week.

**22. \*Industrial Arts for Intermediate Grades**—2 hours. Industrial Arts involved in the construction of shelter, and in the production of utensils, machines, clothing or textiles, and records. Weaving, pottery making, and bookmaking. Fundamentals of design and color as applied to construction and decoration. Art 110 must precede or accompany this course. Four periods a week.

**30. Introduction to Industrial Arts**—3 hours. Exploration and participation in the areas of mechanical drawing, woodworking, art metal and sheet metal work, home and farm mechanics, and wood finishing. Study of tools, materials and processes in connection with the making of projects. Emphasis on individual initiative and planning. Six hours a week.

**40. Metal Work I**—3 hours. Theory and practice of tin plate work. Hand and machine operations. Study of materials. Simple pattern drafting. Working cold iron; bending, shaping, fastening, and finishing. Six periods a week.

**110. Industrial Arts Design**—3 hours. General principles of constructive and decorative design as applied to wood and metal. Period styles in furniture. Recitation, 1 period a week; laboratory work, 4 periods a week.

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\*Industrial Arts 21 and 22 may be counted toward a minor in art.

**115. Wood Finishing**—2 hours. Purposes and kinds of finishing. Preparation and application of finishing materials.

**135. Basic Training in Industrial Occupations**—5 hours. Shopwork in wood, sheet metal, bench metal work, welding, electric wiring, automobile engines, elementary machine-tool work, blueprint reading, and working drawings. Designed especially for defense workers. Laboratory work, 10 periods a week.

**310. Mechanical Drawing I**—2 hours. No credit for a student who has entrance credit for two units of mechanical drawing. Laboratory work, 4 periods a week.

**311. Mechanical Drawing II**—3 hours. Laboratory work, 6 periods a week.

**312. Mechanical Drawing III**—3 hours. Laboratory work, 6 periods a week.

Instruction in the use of drawing instruments, working drawings, blueprinting, lettering, tracing, orthographic projections, isometric drawing, machine drawing. These courses must be taken in consecutive order.

**320. Woodwork I**—3 hours. No credit for a student who has entrance credit for two units of woodworking. Industrial Arts 310 must precede or accompany this course except for students who have had entrance credit for one unit of mechanical drawing. Laboratory work, 6 periods a week.

**321. Woodwork II**—2 hours. Laboratory work, 4 periods a week.

**322. Woodwork III**—2 hours. Laboratory work, 4 periods a week.

Courses 320, 321, and 322 are concerned with a study of tools and practice in the use of tools, materials of construction, and elementary cabinet work. These courses must be taken in consecutive order.

**324. Wood Turning**—2 hours. The wood-turning lathe. Various methods of turning. Prerequisite: Industrial Arts 320. Laboratory work, 4 periods a week.

**341. Metal Work II**—3 hours. Advanced tin plate and cold iron work; bench metal work; metal turning; metal spinning; simple forging; tool tempering; and soft metal casting. Six periods a week.

**415. Architectural Drawing**—3 hours. Prerequisite: Industrial Arts 310 and 311. Laboratory work, 6 periods a week.

**425. Woodwork IV**—5 hours. Advanced problems in design and construction. Prerequisite: Industrial Arts 320, 321, and 322. Laboratory work, 10 periods a week.

**470. The General Shop and Home Mechanics**—3 hours. General shop organization and procedure, individual instruction sheets, original projects. Daily.

**480. The Planning and Equipment of the School Shop**—2 hours. Plans for buildings and rooms. Purchase and arrangement of equipment. Suitable equipment for special conditions. The cost of equipment, supplies, and maintenance. Prerequisite: Industrial Arts 310 and 320.

**485. Organization and Administration of Industrial Arts**—3 hours. Objectives of industrial arts for different school levels. Bases of organization. Character of work for different levels and different types of schools. Organization of courses of study and teaching material. Class organization for individual and group work. Prerequisite: Industrial Arts 310, 311, 320, and 321.

**490. The Teaching of Industrial Arts**—2 hours. Credit also as a course in education for a student whose major is industrial arts. Prerequisite: Industrial Arts 310, 311, 320, and 321; and Education 460.



## Commercial Education

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\*L. V. Douglas, Ph.D., Associate Professor of Commercial Education and Head of the Department

Harry C. Cummins, B.Di., Associate Professor of Commercial Education, Emeritus, Part-time Service

R. O. Skar, Ph.D., Associate Professor of Commercial Education and Acting Head of the Department

\*George R. Mach, M.S., Assistant Professor of Commercial Education

O. Richard Wessels, M.A., Assistant Professor in Commercial Education

Myrtle E. Gaffin, M.A., Instructor in Commercial Education

Forrest L. Mayer, M.S., Instructor in Commercial Education

A major in commercial education must include Commercial Education 40, 154, 155, 156, 354, 360, 361, and 362; 8 hours elected from Commercial Education 352, 353, 453, 454, and 455; 3 hours elected from Commercial Education 494, 495, and 496; and 8 additional hours of elective work from courses in commercial education.

The work of a student whose major is commercial education must include Earth Science 472 and 5 hours of economics. Economics 152 is recommended.

Students may be excused from Commercial Education 154, 155, and 156 when they have had equivalent preparation. Students who fail to make a grade of C or higher in Commercial Education 361 may substitute 5 hours of additional electives in commercial education for Commercial Education 362.

The student whose major is commercial education will be required to take Commercial Education 01; Penmanship, if his penmanship is of inferior quality.

A minor in commercial education consists of at least 20 hours of work in commercial education. It is suggested that the student choose one of the following combinations of courses:

A. To teach any commercial subjects except shorthand: Commercial Education 154, 155, 156, 40 or 354, 360, 361, 494, and 496.

B. To teach any commercial subjects except bookkeeping: Commercial Education 50, 51, 150, 154, 155, 156, 494, and 495.

C. To teach any commercial subjects if the student has had two years each of high-school typewriting and shorthand or

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\*On leave

equivalent: Commercial Education 150, 156, 360, 361, 494, and 495 or 496, and 1 hour of elective credit in commercial education.

**01. Penmanship**—Drill credit. Muscular movement in writing with special attention to the teaching of penmanship. Daily.

**40. Introduction to Business**—5 hours. Develops an understanding of the interrelationships and functions of all phases of the business world.

**50. \*Shorthand I**—5 hours. No credit for a student who presents entrance credit for one unit of shorthand. Principles of the Gregg System. Commercial Education 154 must precede or accompany this course.

**51. Shorthand II**—5 hours. Plate reading and dictation. Prerequisite: Commercial Education 50. Commercial Education 155 must precede or accompany this course.

**145. Personal Use Typewriting for Teachers**—1 hour. Designed to develop proficiency suitable for practical everyday use. Special attention to composing at the machine and to preparation of copy for duplicating machines. The complete touch method. Not recommended for commercial teachers. Daily.

**148. Duplicating Techniques for Teachers**—1 hour. Operation of mimeograph, the liquid process duplicator, and the gelatin type duplicator. Preparation of copy, including color work, tracings, drawing, lettering, maps, and tests. Stencils and master sheets prepared may be retained if desired. Prerequisite: Ability to operate the typewriter. One day a week plus arranged practice hours as needed.

**150. Shorthand III**—5 hours. Dictation, reporting, transcription of letters and lectures. Theory and practice in the use of the Ediphone. Prerequisite: Commercial Education 51. Commercial Education 156 must precede or accompany this course.

**154. Typewriting I**—1 hour. No credit for a student who presents entrance credit for one unit of typewriting. Mechanism and operation of the typewriter with special attention to technique and rhythm. The standard of speed is twenty-five words a minute. Daily.

**155. Typewriting II**—2 hours. No credit for a student who presents entrance credit for one and one-half units of typewriting. Practice in typing business letters, telegrams, drafts, and business papers. The standard of speed is forty words a minute. Prerequisite: Commercial Education 154 or equivalent preparation. Daily.

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\*Commercial Education 51 must be completed before credit for Commercial Education 50 may be used in meeting the requirements for graduation.

**156. Typewriting III**—2 hours. Typing of reports and manuscripts; tabulation of statistics; use and care of the mimeograph. The standard of speed is fifty words a minute. Prerequisite: Commercial Education 155 or equivalent preparation. Daily.

**345. Office Machines**—3 hours. Instruction and practice in operation and care of machines. The place of machines in office work. Prerequisite: Commercial Education 156 or equivalent preparation. Practice periods arranged.

**350. Machine Accounting**—1 hour. Use of the accounting machine in bank and mercantile accounting. Prerequisite: elementary bookkeeping or equivalent preparation. Two periods of class work or laboratory work a week.

**352. Commercial Correspondence**—3 hours. Preparation and use of business letters and reports.

**353. Advertising**—3 hours. The inception of advertising ideas and their development. The planning and preparing of advertisements.

**354. Commercial Law I**—5 hours. Laws relating to business. Special emphasis upon the more common business transactions.

**360. Accounting I**—5 hours. Fundamental principles of accounting; theories of debit and credit; journalizing and posting; compiling of trial balances, balance sheets, and statements of profit and loss.

**361. Accounting II**—5 hours. Partnership and corporation accounting with special attention to the voucher system. The classification of accounts; accrued items, deferred items, and reserves. Prerequisite: Commercial Education 360.

**362. Accounting III**—5 hours. Advanced phases of partnership and corporation accounting; departmental working sheets and statements; the interpretation of incomplete records; exercises based mainly upon C.P.A. problems. Prerequisite: Commercial Education 361.

**405. Accounting IV**—5 hours. Consolidated statements, estate accounting, federal and state tax accounting, accounting for receiverships, statements of application of funds, and social security accounting. Prerequisite: Commercial Education 362.

**450. Commercial Law II**—3 hours. Continuation of Commercial Law I. Special emphasis upon the laws relating to insurance, real estate, leases, and mortgages. Study of recent business legislation. Prerequisite: Commercial Education 354.

**451. Secretarial Training I**—3 hours. Qualifications and duties of a secretary. Arrangement of office equipment.



**452. Secretarial Training II**—2 hours. The Library Bureau system of alphabetic, numeric, geographic, and automatic-numeric filing.

**453. Retail Merchandising**—3 hours. Establishing a business, locating the store, financing, buying, pricing, advertising, selling, accounting, business forecasting.

**454. Salesmanship**—2 hours. Selling problems of manufacturers, wholesalers, and retailers.

**455. Marketing**—3 hours. Activities involved in transferring goods from producer to consumer.

**461. Problems in Commercial Education**—3 hours. Field and objectives of commercial education; organization of curriculum; consumer-business education materials; community surveys and job analyses; duties of the coordinator; distributive education under the George-Deen Act; trends in commercial education; and selected current problems.

**463. Transcription**—1 hour. Designed to give the student additional facility in transcribing shorthand notes on the typewriter. Prerequisite: Commercial Education 150 and 156. Daily.

**465. Advanced Mimeographing and Duplicating Problems**—1 hour. Problems, methods and techniques of supervising and producing school duplicated materials of all kinds. Practice in the use of various kinds of lettering guides, screen plates, styli, etc. Students will supervise the duplication of departmental and Campus School bulletins and papers. Recommended for commercial teachers only. Prerequisite: Commercial Education 156 or equivalent preparation and consent of the Head of the Department of Commercial Education. Two hours of laboratory work a week.

**470. The Teaching of Commercial Subjects**—3 hours. Not open to students whose major is in commercial education. Prerequisite: 15 hours in commercial education.

**494. The Teaching of Typewriting**—1 hour. Credit also as a course in education for a student whose major is commercial education. Prerequisite: Commercial Education 156 and Education 460.

**495. The Teaching of Shorthand**—2 hours. Credit also as a course in education for a student whose major is commercial education. Prerequisite: Commercial Education 150 and Education 460.

**496. The Teaching of Bookkeeping**—2 hours. Credit also as a course in education for a student whose major is commercial education. Prerequisite: 10 hours of work from Commercial Education 360, 361, and 362; and Education 460.

# Education

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E. C. Denny, Ph.D., Professor of Education and Head of the Department

A. E. Brown, Ph.D., Professor of Education

H. S. Buffum, Ph.D., Professor of Education

John W. Charles, Ph.D., Professor of Education

Selmer C. Larson, Ph.D., Professor of Education

H. A. Riebe, Ph.D., Professor of Education

Amy F. Arey, M.A., Associate Professor of Education

John R. Slacks, M.A., Associate Professor of Rural Education

May Smith, M.A., Associate Professor of Education

M. J. Wilcox, Ph.D., Associate Professor of Education

Gertrude Hankamp, M.A., Instructor in Education

## 1. Psychology

**15. Educational Psychology A**—5 hours. No credit for a student who has credit for Psychology 20 (Child Psychology) or Psychology 315. Introduction to the study of mental processes with special attention to the psychology of learning and to habit formation with particular applications to elementary schools.

**315. Educational Psychology B**—5 hours. No credit for a student who has credit for Psychology 15 or Psychology 20 (Child Psychology). Study of mental processes with special attention to the psychology of learning and habit formation with particular applications to the secondary schools.

**408. Personality Development of Children**—3 hours. Biological and psychological foundations of personality. Recognition of unwholesome tendencies in child behavior. The development of an integrated effective personality free from fear, anxiety, and hostility.

**412. Mental Hygiene**—2 hours. Nature of mental health in children and adults. Evaluation of adjustment in terms of personal integrity and social living. The mental hygiene movement in the United States.

**415. Child Psychology**—3 hours. Common tendencies and traits of preadolescent children. Individual differences and their significance. Prerequisite: 5 hours of psychology.

**416. Psychology of Adolescence**—3 hours. Changing attitudes and concepts of youths from eleven to eighteen years of age. Mental and physical influences that retard or accelerate mental growth. Individual differences and their significance. Prerequisite: 5 hours of psychology.

**420. Social Psychology**—5 hours. Thinking and behavior of people as affected by their association with one another. A course in group psychology. Prerequisite: 5 hours of psychology.

## 2. Education

See pages 59 to 63 for the requirements for a major in nursery school-kindergarten education, kindergarten-primary education, or elementary education.

**10. Introduction to Elementary Education**—5 hours. Survey of the field of education with attention to historical development; development of the profession of teaching; opportunities for the elementary teacher.

**25. Reading and Mathematics for Primary Grades**—5 hours. Principles and aims of the teaching of primary reading and mathematics with special attention to methods.

**30. Language and Literature for Kindergarten-Primary Grades**—3 hours. Principles and methods involved in the teaching of language, writing, and spelling in the kindergarten-primary grades. Special work in the selection and presentation of stories and poems suitable for kindergarten-primary grades.

**35. Elementary School Methods**—5 hours. Methods of teaching the elementary school subjects. The principles which underlie various methods of instruction.

**36. The Teaching of Reading and Spelling**—5 hours. The teaching of reading and spelling in the elementary school.

**38. The Teaching of Social Studies in the Elementary School**—2 hours. The materials, content, organization, and techniques at the various grade levels in these fields.

**45. Elementary School Management**—3 hours. No credit for a student who has credit for Education 50. The problems of management of the elementary school.

**50. Rural School Management**—5 hours. No credit for a student who has credit for Education 45. The extra-instructional activities of the rural school teacher.



**131. Manuscript Writing**—1 hour. Study of the history of writing and consideration of the advantages of manuscript writing in the development of the child. Practice in this type of writing through the construction of charts and booklets for children. Two periods a week.

**137. Rural School Supervision**—3 hours. This course is planned primarily for senior supervisors of the students doing practice teaching on the rural curriculum.

**305. Introduction to Secondary Education**—5 hours. No credit for a student who has credit for Education 10. Survey of the field of education with attention to historical development; development of the profession of teaching; opportunities for the secondary teacher.

**310. Methods in the Kindergarten**—3 hours. Principles and methods of kindergarten teaching. Prerequisite: 10 hours of psychology and education.

**411. The Teaching of Highway Safety**—1 hour. Physical and mental equipment needed for proper driving. Driver and pedestrian responsibilities. Sound driving practices. Methods and organization of course for high schools. Prerequisite: an Iowa Driver's License. Two periods a week.

**413. Materials and Methods of Safety Education**—2 hours. Includes an overview of the safety problem; a philosophy of safety education; the place of safety education in the modern school; sources of instructional materials; selection and grade placement of materials; objectives of safety instruction; methods of teaching for safety; the relation of outside agencies to a safety education program; the use of visual aids; and the measurement of results of safety teaching.

**425. Statistical Methods in Education**—2 hours. No credit for a student who has credit for Mathematics 406. Statistical methods in common use without detailed reference to their mathematical foundation. Use of these methods in the construction of tests and the classification of pupils.

**434. Methods in Elementary Science**—3 hours. Aims to develop familiarity with outstanding syllabi, textbooks, collateral reading and units in elementary school science. Valuable science projects and many simple science experiments. The systematic weekly program in science. Integration of science with other areas of the daily program. Observation of the science program in the Campus School.

**436. Reading and Language in the Elementary School**—5 hours. The materials, content, organization and techniques at the various grade levels in these fields.

**438. Clinical Practice in Remedial Reading**—2 hours. Diagnosis of difficulties; plans for remedial treatment; and actual work with pupils who have remediable reading difficulties. Prerequisite: a grade of A, B, or C, in Education 35, 36, or 436.

**441. The Social Studies Program in the Elementary School**—3 hours. Materials and methods. Integration of the social sciences in the elementary grades.

**442. Literature for Kindergarten-Primary Children**—5 hours.

**443. Story Telling**—3 hours. Organization of stories for different age levels. Principles underlying successful story telling and practice in the application of these principles. Prerequisite: Education 442. Daily.

**444. The Education of Exceptional Children**—3 hours. Organization of subject matter for opportunity room teaching. Methods of teaching subnormal, backward, and unusually bright children. Prerequisite: 5 hours of psychology.

**446. Teaching Techniques**—2 hours. Recent developments in educational methods for the elementary school.

**450. Parent Education**—5 hours. Problems of cooperation between home and school and of pre-parental education.

**455. Educational Tests for the Elementary School**—2 hours. Leading tests in the elementary school field; methods of administering and scoring tests; interpreting and utilizing results; diagnosis of difficulties. Prerequisite: Education 425.

**456. Achievement Testing**—1 hour. The student will assist in the giving and scoring of achievement tests and in the tabulation, interpretation, and application of the results. Prerequisite: a grade of A, B, or C in Education 455 and the recommendation of the Head of the Department of Education.

**458. Mental Tests**—3 hours. The Stanford revision of the Binet-Simon tests and the leading group tests of mental ability. Methods of administering and scoring the tests and of tabulating and interpreting the results. Prerequisite: Education 425.

**459. Mental Testing**—1 hour. Students assist in the giving and scoring of mental tests and in the tabulation and interpretation of the results. Prerequisite: a grade of A, B, or C in Education 458 and the recommendation of the Head of the Department of Education.

**460. Methods and Measurements in the High School**—5 hours. Methods of teaching the high-school subjects; measurement of the results of teaching; remedial treatment. Prerequisite: Education 425.

**464. The Kindergarten-Primary Curriculum—5 hours.** Purpose, origin, construction, and function of the kindergarten-primary curriculum.

**468. The Junior High School—3 hours.** Problems involved in the organization of the junior high school.

**470. Elementary School Supervision—5 hours.** Principles underlying present-day supervision. Relationship of classroom teacher to supervisor, principal, and superintendent.

**472. Secondary School Supervision—5 hours.** Principles underlying the improvement of instruction in the high school. Designed for superintendents, high school supervisors, principals, and teachers. Prerequisite: Education 460.

**475. School Administration—5 hours.** Relation of the administrator to the community and the school. Buildings, equipment, promotions, records, reports, course of study, sanitation, transportation, and important school legislation. Special attention to the problems of the smaller schools.

**480. Visual Education—1 hour.** Lectures on visual aids; demonstration of the uses of visual materials; operation and care of machines and materials. Student preparation and presentation of visual materials. Two periods a week.

**482. History of Nursery School, Kindergarten, and Primary Education—3 hours.** Credit only for a student whose major is nursery school-kindergarten education or kindergarten-primary education. History of infant schools, of the Montessori nursery schools, of the Froebellian and modern kindergartens, and of primary education.

**483. Vocational Guidance—2 hours.** Principles underlying the selection of an occupation.

**488. History of Education—5 hours.** Educational ideals, ancient and modern. National educational systems. Current educational problems in the light of experiences of the past.

Credit in one of the following courses, though counted but once toward graduation, is used in meeting the requirements in education for a student whose major is in the line indicated, and is used also in meeting the requirements of the major.

(a) The Teaching of Art (Art 490)—2 hours.

(b) The Teaching of Industrial Arts (Industrial Arts 490)—2 hours.

(c) The Teaching of Typewriting (Commercial Education 494)—1 hour.



- (d) The Teaching of Shorthand (Commercial Education 495)—2 hours.
- (e) The Teaching of Bookkeeping (Commercial Education 496)—2 hours.
- (f) The Teaching of English (English 490)—2 hours. (Also used as education when the major is speech.)
- (g) Methods in Home Economics (Home Economics 490)—2 hours.
- (h) The Teaching of French (French 490)—2 hours.
- (i) The Teaching of Latin (Latin 490)—2 hours.
- (j) The Teaching of Secondary Mathematics (Mathematics 490)—2 hours.
- (k) Supervision of Music (Music 490)—2 hours.
- (l) Methods in Physical Education (Physical Education for Men 490)—2 hours.
- (m) Tests and Measurements in Physical Education (Physical Education 492)—2 hours.
- (n) The Teaching of Science (Science 490)—2 hours.
- (o) The Teaching of Geography (Earth Science 493)—2 hours.
- (p) The Teaching of the Social Sciences (Social Science 490)—2 hours.  
(Also used as education when the major is history.)

**520. Independent Study.** See page 51 for conditions applying to credit for independent study.

### 3. Library Science

**481. School Library Administration—2 hours.** Planning and equipping a school library; the techniques of reference work; teaching the use of the school library; the routine of circulating books.

**485. School Library Book Selection—3 hours.** A comprehensive view of the books and magazines available for boys and girls from the nursery through the high school. The basic interests of children of different ages. Book selection aids and tools, routine of acquisition, annotations, and reading promotion.

**487. Techniques for School Librarians—2 hours.** Classification, cataloging, and related technical and mechanical processes are presented from the standpoint of the needs of the teacher-librarian.

**489. Library Science—2 hours.** Problems of the school library and its organization. Selection and classification of books. Offered by members of the library staff.

# English

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H. Willard Reninger, Ph.D., Assistant Professor of English and Head of the Department

Lillian V. Lambert, M.Ph., Professor of English, Emeritus, Part-time Service

Samuel A. Lynch, M.A., Professor of English, Emeritus, Part-time Service

W. B. Fagan, M.A., Professor of English

Floyd W. Lambertson, Ph.D., Professor of Speech

Selina M. Terry, M.A., Professor of English

Nelius O. Halvorson, Ph.D., Associate Professor of English

E. H. Henrikson, Ph.D., Associate Professor of Speech

Anna Marie Sorenson, M.A., Associate Professor of English

Hazel B. Strayer, M.A., Associate Professor of Speech

Katherine Buxbaum, M.A., Assistant Professor of English

George G. Gates, M.A., Assistant Professor of English

Herbert V. Hake, M.A., Assistant Professor of Speech

George H. Holmes, M.A., Assistant Professor of English

E. Arthur Robinson, Ph.D., Assistant Professor of English

\*\*Ida C. Rohlf, M.A., Assistant Professor of English

Gerald E. Knoff, Ph.D., Director of the Bureau of Religious Activities

A student whose major is English or speech must earn 20 hours of credit in one foreign language if he presents no entrance credit in foreign language; if he presents 1 unit to 1½ units in one foreign language he must earn 10 hours of credit in the same foreign language or 15 hours of credit in a new foreign language; if he presents 2 to 2½ units in one foreign language, he must earn 5 hours of credit in the same foreign language or 15 hours of credit in a new foreign language. No additional work in foreign language is required of a student who has earned 3 or more units of one or two foreign languages in high school.

## 1. English

English 1 is prerequisite to all other courses in English.

A major in English must include English 1 and 100; 5 hours of English composition from courses not open to freshmen;

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\*\*Part-time

English 110 and 325; English 322, and one other period course in English literature to be chosen from courses 315, 418, 422, 425, and 426; and English 443, 445, 460, and 490.

Courses primarily devoted to written composition are numbered as follows: English 1, 100, 300, 310, 350, 400, 405, 410, 415, and 452.

A minor in English consists of at least 25 hours of work in English, which should be distributed as follows: English 1, 100, 110; 325 or 435; and one period course to be chosen from courses 322, 425, 426, and 445.

**1. English I—5 hours.** Frequent compositions, with emphasis upon expository writing. The careful reading and discussion of a few books which offer stimulating interpretations of present-day life in America, especially in the Midwest. Required of all freshmen.

**100. English II—5 hours.** Frequent compositions. Expository writing continued; descriptive and narrative techniques introduced. The careful reading and discussion of a few books which broaden the student's capacity to read imaginative literature and apply it to his own experience.

**110. English III—5 hours.** An introduction to the fundamental ideas found in the literature of America and England, and a discussion of the problems in the understanding of mature imaginative literature, with an emphasis upon poetry and non-fictional prose. Prerequisite: English 100.

**300. Advanced Exposition—5 hours.** Study of advanced specimens of exposition. Application of principles and methods in original work.

**305. Literature for Intermediate Grades—3 hours.** Study of the basic principles for the selection of literary material for the intermediate grades. The teaching of literature in the intermediate grades.

**310. Journalism I—5 hours.** News values; methods of obtaining, verifying, and presenting news; preparation of newspaper copy for publication; newspaper style and make-up.

**315. Medieval Literature—5 hours.** English literature from the beginning to 1500. Important types and traditions of early English literature, with special attention to Chaucer. Prerequisite: English 110.

**322. Romantic Literature—5 hours.** Chronological limits: 1798-1832. Emphasis upon the major English poets of the Romantic Period. Wordsworth, Shelley, Byron, and Keats, and their social background. Prerequisite: English 110.



**325. Shakespeare**—5 hours. Intensive study of selected plays; reading of other plays; brief study of the non-dramatic works of Shakespeare. Prerequisite: 10 hours of English.

**330. The Contemporary Novel**—5 hours. An intensive study of the contemporary novel as an interpretation of late nineteenth-century and twentieth-century life. From Samuel Butler to Thomas Wolfe. Readings, reviews, and criticisms. Prerequisite: 10 hours of English.

**350. Playwriting**—2 hours. Critical study of the craftsmanship of the one-act play. Elementary experience in creative writing for the stage.

**400. Advanced Story Writing**—5 hours. Technique of the short story. Writing of short stories. Prerequisite: English 100 or 300.

**405. The Essay**—5 hours. Development of the essay. Practice in the writing of original essays. Prerequisite: English 100 or 300.

**410. Journalism II**—5 hours. Practice in writing feature stories for publication. Criticism and writing of newspaper editorials of various types.

**415. High School Publications**—1 hour. Advisement and publication of high-school papers and annuals.

**418. Renaissance Literature**—5 hours. A selection of English literature from 1500 to 1660. The development of Renaissance culture in England as it is reflected in literature, with emphasis upon the most important non-dramatic authors: More, Spenser, Bacon, and Milton. Prerequisite: English 110 or 325.

**422. Eighteenth Century Literature**—5 hours. No credit for a student who has credit for English 320 (English Literature, 1625-1784). Chronological limits: 1660-1798. A study of the English literature from Dryden to Wordsworth, as it reflects the rationalistic philosophy in religion, economics, and politics, and in the social manners of the time. Prerequisite: English 110 or 325.

**425. Victorian Literature, 1832-1867**—5 hours. A study of English poetry and prose as found in Carlyle, Newman, Mill, Tennyson, the Brownings, Arnold, Ruskin, Macaulay, and Kingsley. Prerequisite: English 110.

**426. Victorian Literature, 1867-1900**—5 hours. A study of English poetry and prose as found in such representative writers as Spencer, Huxley, the Rossettis, Swinburne, Meredith, Hardy, and Pater. Prerequisite: English 110.

**430. The Development of the English Drama**—5 hours. A critical synthesis of the factors combined in modern drama. Study of representative plays and discussion of significant trends from the Greek period to the present.

**436. The English Novel to 1900**—5 hours. The development of the English novel from Sir Thomas Malory to Thomas Hardy. Emphasis upon the major novelists of the nineteenth century. Prerequisite: 10 hours of English.

**440. Contemporary English Poets**—2 hours. The careful study of a few highly influential poets, such as Hardy, Yeats, and Lawrence. Prerequisite: English 110.

**443. American Literature, 1865 to the Present**—5 hours. The study of American culture after the Civil War as revealed in the rise of American realism: in prose, from Twain to Steinbeck; in poetry, from Whitman to MacLeish. Prerequisite: English 110.

**445. American Literature, 1620-1865**—5 hours. Definition of the main traditions of American culture before 1800. Emphasis upon the Romantic Period of American literature; the most representative authors of the generation before the Civil War. Prerequisite: English 110.

**450. Literary Criticism**—5 hours. A study of the major critical ideas and movements, and their relation to the history of ideas. This course is designed particularly for students who wish to discuss, informally, the social and philosophical implications in literature. Prerequisite: English 110.

**452. Creative Writing**—2-5 hours. Designed for students who desire suggestive, individual criticism of their writing. Conducted on the laboratory, round-table discussion plan. No lectures; no formality. Students select their subject matter and literary form. Suggested, voluntary reading. Instructor acts as chairman; other instructors, including those from other departments, participate in the discussions. Work may be submitted to the college magazine.

**460. History of the English Language**—5 hours. A survey of the development of the English language with special reference to modern English grammar and vocabulary. The teaching of the English language. Prerequisite: 15 hours of foreign language or its equivalent and English 110 or equivalent.

**490. The Teaching of English**—2 hours. Credit also as a course in education for a student whose major is English or speech. Prerequisite: 20 hours of English, and Education 460.

**520. Independent Study.** See page 51 for conditions applying to credit for independent study.

## 2. Speech

Speech 20 or 21 is a prerequisite of all other courses in speech with the exception of Speech 485 and 486.

A major in speech must include 44 hours of work distributed as follows: Speech 20 or 21, 110 or 365, 120, 335, 336, 340, 375, 477, 478, 485, 486, and 5 hours of elective. English 350 and 430, although not included in the speech field, may be counted as part of the 44-hour requirement.

A student who chooses a major in speech must also choose a major in English.

A minor in speech consists of at least 23 hours of work in speech.

**20. Fundamentals of Speech**—3 hours. For students who will become teachers in the secondary schools. Emphasis on speaking in public, the organization of panel discussions, and the correction of the student's own speech defects. No credit for a student who has credit for Speech 21.

**21. Speech for Elementary Teachers**—3 hours. For students who will become teachers in the elementary schools. Emphasis on teaching the student the recognition, diagnosis, and cure of speech defects in children. Practice in public speaking. No credit for a student who has credit in Speech 20.

**110. Public Speaking**—5 hours. Principles of effective speaking. Study and analysis of different forms of public address with practice in oral discussion of current issues.

**114. Voice and Diction**—2 hours. Development of the speaking voice with special attention to the personal, social, and professional needs of the student.

**120. Interpretative Speech**—5 hours. Individual oral interpretation of selections from all forms of literature. Principles and practice of choral reading. Prerequisite: Speech 20 or equivalent preparation.

**335. Theory of Debating**—2 hours. This course should accompany Speech 336.

**336. Debating**—3 hours. Intensive study of a debate question with forensic practice. With change of the debate question this course may be taken again for 3 hours of additional credit. Required of students who participate in intercollegiate debate.

**340. Dramatic Interpretation**—5 hours. Study and presentation of scenes from full-length plays and of one-act plays. Studio productions.



**358. Stage Make-up**—1 hour. Laboratory work, 2 periods a week.

**365. Advanced Public Speaking**—5 hours. History, literature, and technique of the oration with practice in various forms of public address other than debating. Prerequisite: Speech 110, or 335 and 336.

**367. Radio Speaking**—2 hours. Projects in the techniques of radio speaking. Audience analysis and adaptations to various groups of listeners.

**368. Radio Dramatic Production**—3 hours. A practical study of the techniques of the radio actor and director. Actual broadcast experience in college radio productions.

**375. Dramatic Production**—5 hours. Intensive, historical study of techniques of acting. Studio production of a major play.

**470. Directing**—5 hours. Principles of the directing of plays through study of composition and stage movement. Evaluation of objectives and procedures in building a program of speech activities in high schools.

**477. Stagecraft I**—3 hours. Theory and practice of scene construction and backstage organization. Experience in building, painting, and assembling scenery for play production. Four periods a week.

**478. Stagecraft II**—2 hours. Theory and practice of stage lighting. Experience in assembling and operating electrical equipment for play production. Prerequisite or corequisite: Speech 477. Three periods a week.

**485. Speech Correction**—5 hours. Nature of speech defects; training in the diagnosis of individual cases; methods of dealing with the various kinds of defects. Prerequisite: 5 hours of psychology.

**486. Clinical Practice in Speech Correction**—1 hour. Work with speech defectives under supervision: diagnosis, planning remedial procedures, and working with cases. Prerequisite or corequisite: Speech 485.

### 3. Religious Literature and Philosophy

**125. The Bible as Literature**—5 hours. Credit in this course may be counted as part of the major in English.

**130. The Life of Jesus**—3 hours.

**360. History of the Christian Religion—5 hours.** Survey of the origin of the Christian religion, and its penetration into all parts of the world.

**365. Christian Ethics—3 hours.**

**402. Religions of the World—5 hours.** Study of the great religions which hold sway throughout the world. Credit in this course may be counted as part of a major in history.

**404. Problems of Religious Thought—5 hours.** Basic concepts of religion.

**406. Introduction to Philosophy—3 hours.**

**408. Philosophers of the Western World—3 hours.** The lives and teaching of significant thinkers from Plato to John Dewey. Credit in this course may be counted as part of a major in history.

# Home Economics

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Elisabeth Sutherland, Ph.D., Associate Professor of Home Economics and Head of the Department

Agnes McClelland, M.A., Instructor in Home Economics

Elizabeth M. Nyholm, M.S., Instructor in Home Economics

A major in home economics must include Home Economics 15, 21, 300, 322, 324, 402, 415, 440, 450, 451, 463, and 490.

The work of a student whose major is home economics must include Art 16 or 480 and 115; Chemistry 318, 319, and 328 (or Chemistry 121, 122, 321, and 328); and Biological Science 11.

A minor in home economics consists of at least 20 hours in home economics which should include Home Economics 21 and 324 or 60 and 471; 15 or 470; 463 and 490. To meet the requirements for teaching the subject, a minor must include at least 30 hours in home economics. In selecting courses the student should give first consideration to Home Economics 15 or 470; 21 and 324 or 60 and 471; 463; and 490. The remaining courses should be chosen from Home Economics 300, 415, 450, 451, 460, 461, and 466. Students who minor in home economics should elect Science 16 if this course is not otherwise required.

Courses 15, 21, 60, 181, 324, 463, 470, 471, and 490 are specially recommended for a student whose major is not in home economics.

**15. Clothing Problems**—5 hours. Relation of fabric, line, and color to clothing selection; problems in the purchase and care of ready-to-wear garments; fundamentals of clothing construction. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**21. Food Problems**—5 hours. Food selection, preparation and service applied to problems of the college girl. Recitations, 3 periods a week; laboratory work, 6 periods a week.

**60. Nutrition of Children**—3 hours.

**181. War and the Consumer**—1 hour. The effect of the war on the consumer.

**300. Child Care**—3 hours.

**322. Principles of Food Preparation**—5 hours. The physical and chemical properties of food nutrients as they affect the preparation of foods; introduction to current literature. Prerequisite: Home Economics 21. Chemistry 319 or 321 must precede or accom-



pany this course. Recitations, 3 periods a week; laboratory work, 6 periods a week.

**324. Meal Planning**—4 hours. No credit for a student who has credit for Home Economics 471. Problems in the selection of food for family groups at various cost levels; problems in serving family and larger groups and in serving hot lunches. Prerequisite: Home Economics 21. Recitations, 2 periods a week; laboratory work, 6 periods a week.

**402. Advanced Clothing**—5 hours. Problems in clothing construction with related problems in the study of fabrics and costume design. Prerequisite: Home Economics 15 or 470 and Art 115. Recitations, 3 periods a week, laboratory work, 4 periods a week.

**415. House Furnishings and Decorations**—3 hours. Prerequisite: Art 115. Recitations, 2 periods a week; laboratory work, 3 periods a week.

**440. Advanced Nutrition**—3 hours. Prerequisite: Chemistry 328.

**450. Home Management**—3 hours.

**451. Problems of Consumers**—5 hours.

**460. Weaving and Home Crafts**—3 hours. Six periods a week.

**461. Personal and Family Finance**—2 hours.

**463. Personal and Social Relationships**—3 hours.

**466. Home Management House**—4 hours. Offered on workshop plan during summer sessions only. Prerequisite: Home Economics 324. Home Economics 450 must precede or accompany this course.

**470. Textiles and Clothing**—5 hours. No credit for a student who has credit in Home Economics 15 or 402. Textiles, fabrics, and their care; important phases of dress design and construction; selection of the wardrobe.

**471. Food for the Family**—5 hours. No credit for a student who has credit for Home Economics 21, 322 or 324. Essentials of food selection and service. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**490. Methods in Home Economics**—2 hours. Credit also as a course in education for a student whose major is home economics. Prerequisite: Education 460.

# Languages

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Ingebrigt Lillehei, Ph.D., Professor of French and Spanish  
and Head of the Department

Frank Ivan Merchant, Ph.D., Professor of Latin and Greek,  
Emeritus, Part-time Service

Josef Schaefer, Ph.D., Associate Professor of German

Edna O. Miller, M.A., Assistant Professor of Latin

## 1. French

A major in French must include French 490 and 38 hours of elective work in French except that 10 hours of credit in Spanish 301 to 402, although not included in the French major line, may be counted as a part of the 38-hour requirement.

Students who have had two years of French in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group (except French 490) in the sophomore year.

A minor in French consists of at least 20 hours of work in courses in French which are more advanced than French 101.

101. **\*French I**—5 hours. A course for beginners.

102. **\*French II**—5 hours. Prerequisite: French 101 or equivalent preparation.

103. **French III**—5 hours. Reading of simple plays and stories. Prerequisite: one year of high-school French or equivalent preparation.

301. **Modern French Prose**—3 hours. Selections from fiction and drama. Prerequisite: two years of high-school French or equivalent preparation.

302. **Short French Plays**—2 hours. Reading of French plays suitable for dramatic production in French classes and clubs. Prerequisite: two years of high-school French or equivalent preparation.

303. **French Short Stories**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

304. **French Comedies**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

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\*French 103 or an approved substitute must be completed before credit for French 101 or 102 may be used in meeting the requirements for graduation.

**305. Rostand's Cyrano de Bergerac**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**306. French Life**—2 hours. Study of various phases of French life. Prerequisite: French 301 and 302 or equivalent preparation.

**307. French Novel of the Romantic Period**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**308. The French Drama of the Romantic Period**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**309. The French Novel and Short Story of the Realistic Period**—3 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**310. The French Drama of the Realistic Period**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**401. Contemporary French Drama**—3 hours. Lectures, with reading of the works of the more recent French dramatists. Prerequisite: French 301 and 302 or equivalent preparation.

**402. Contemporary French Novel and Short Story**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**403. Composition and Conversation**—2 hours. Prerequisite: French 301 and 302 or equivalent preparation.

**404. The Plays of Corneille and Moliere**—3 hours. Lectures on the formation and development of the classical formula. Prerequisite: French 301 and 302 or equivalent preparation.

**405. Racine and La Fontaine**—3 hours. Study of the tragedies of Racine and the fables of La Fontaine. Lectures on the classical period. Prerequisite: French 301 and 302 or equivalent preparation.

**406. French Literature of the 18th Century**—3 hours. The continuation of classicism; the philosophical writers; Rousseau and the beginnings of romanticism. Prerequisite: French 301 and 302 or equivalent preparation.

**409. Pierre Loti**—2 hours. Novels of Pierre Loti. Prerequisite: French 305 and 306 or equivalent preparation.

**410. History of French Literature**—3 hours. Readings, reports, and lectures. Prerequisite: French 305 and 306 or equivalent preparation.

**490. The Teaching of French**—2 hours. Credit also as a course in education for a student whose major is French. Prerequisite: French 305 and 306 or equivalent preparation and Education 460.



## 2. German

Students who have had two years of German in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A minor in German consists of at least 20 hours of work in courses in German which are more advanced than German 101.

101. \*German I—5 hours. A course for beginners.

102. \*German II—5 hours. Prerequisite: German 101 or equivalent preparation.

103. German Stories and Plays—5 hours. Prerequisite: one year of high-school German or equivalent preparation.

301. Recent German Prose—5 hours. Prerequisite: two years of high-school German or equivalent preparation.

302. Goethe's Hermann und Dorothea—2 hours. Prerequisite: German 301 or equivalent preparation.

303. Schiller's Drama—5 hours. Prerequisite: German 301 or equivalent preparation.

304. German Drama of the 19th Century—5 hours. Representative works of Heinrich von Kleist, Grillparzer, Hebbel, Ludwig, Anzengruber, and Hauptmann. Prerequisite: German 301 or equivalent preparation.

305. Contemporary German Literature—5 hours. Prerequisite: German 301 or equivalent preparation.

306. German Composition and Advanced Grammar—3 hours. Prerequisite: German 301 or equivalent preparation.

401. German Lyrics and Ballads—5 hours. Prerequisite: German 301 or equivalent preparation.

402. Scientific German—5 hours. Selections from the literature of chemistry, physics, biology, and other sciences. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

403. Lessing—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

404. Goethe—5 hours. Prerequisite: German 301 and 10 hours of work from German 302, 303, 304, 305, 306, and 401.

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\*German 103 or an approved substitute must be completed before credit for German 101 or 102 may be used in meeting the requirements for graduation.

### 3. Latin

A major in Latin must include Latin 490 and 38 hours of elective work in Latin except that 10 hours of credit in French 301 to 410, although not included in the Latin major line, may be counted as a part of the 38-hour requirement. The Latin courses of a major in Latin must be selected from courses 301, 309, 310, 311, 401, and 490.

Students who have met the prerequisites may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

All of the work of a minor in Latin (20 hours) must be selected from courses 107, 108, 301, 309, 310, 311, 401, and 490.

101. **\*Elementary Latin I**—5 hours. A course for beginners.

102. **\*Elementary Latin II**—5 hours. Prerequisite: one year of high-school Latin or Latin 101 or equivalent preparation.

103. **Elementary Latin III**—5 hours. Selections from Caesar's Gallic War. Writing of Latin. Prerequisite: Latin 102 or equivalent preparation.

104. **Cicero's Orations I**—5 hours. Selections from the orations against Catiline. Review of Latin grammar. Writing of Latin. Prerequisite: two years of high-school Latin or Latin 103 or equivalent preparation.

107. **Vergil I**—5 hours. Selections from the Aeneid. Prerequisite: three years of high-school Latin or Latin 104 or equivalent preparation.

108. **Vergil II**—5 hours. Prerequisite: half-year of Vergil in high school or Latin 107.

301. **Livy**—5 hours. Prerequisite: Latin 309 or equivalent preparation.

309. **Cicero's Cato Major and Latin Composition**—5 hours. Translation with special study of the process of understanding and translating Latin. Review of Latin grammar. Composition exercises involving systematic drill in syntax. Prerequisite: four years of high-school Latin or equivalent preparation.

310. **Pliny's Letters**—5 hours. Prerequisite: four years of high-school Latin or equivalent preparation.

311. **Epodes and Odes of Horace**—5 Hours. Prerequisite: Latin 309 or equivalent preparation.

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\*Latin 103 or an approved substitute must be completed before credit for Latin 101 or 102 may be used in meeting the requirements for graduation.

**401. Plautus, Terence, Catullus, Cicero's Letters, Vergil's Bucolics, Vergil's Georgics, Satires of Horace, Epistles of Horace, Tibullus, Propertius, The Agricola of Tacitus, The Annals of Tacitus, Juvenal**—2 to 25 hours. Prerequisite: Latin 309 or equivalent preparation.

**490. The Teaching of Latin**—2 hours. Credit also as a course in education for a student whose major is Latin. Prerequisite: Latin 309 or equivalent preparation and Education 460.

## 4. Spanish

Students who have had two years of Spanish in high school or equivalent preparation may take courses from the 300 group in the freshman year and courses from the 400 group in the sophomore year.

A minor in Spanish consists of at least 20 hours of work in courses in Spanish which are more advanced than Spanish 101.

**101. \*Spanish I**—5 hours. A course for beginners.

**102. \*Spanish II**—5 hours. Prerequisite: Spanish 101 or equivalent preparation.

**103. Spanish III**—5 hours. Reading of easy prose. Emphasis on understanding spoken and written Spanish. Prerequisite: one year of high-school Spanish or equivalent preparation.

**301. Spanish Prose**—3 hours. Selections from fiction and drama of the nineteenth century. Prerequisite: two years of high-school Spanish or equivalent preparation.

**302. Spanish Short Stories**—2 hours. Prerequisite: two years of high-school Spanish or equivalent preparation.

**303. Modern Spanish Novel**—3 hours. Prerequisite: Spanish 301 and 302 or equivalent preparation.

**304. Spanish and Spanish-American Life**—2 hours. Lectures on the life and customs of the Spanish people and their contribution to civilization. Prerequisite: Spanish 301 and 302 or equivalent preparation.

**305. Contemporary Spanish Drama**—3 hours. Plays of Benavente, Martinez-Sierra, and Quintero. Prerequisite: Spanish 301 and 302 or equivalent preparation.

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\*Spanish 103 or an approved substitute must be completed before credit for Spanish 101 or 102 may be used in meeting the requirements for graduation.



**307. Readings from Contemporary Spanish Authors—2 hours.** Representative novels, dramas, and essays selected. Prerequisite: Spanish 301 and 302 or equivalent preparation.

**401. Don Quixote—3 hours.** The life of Cervantes. Selected chapters of the Don Quixote with reports on additional reading. Prerequisite: Spanish 301 and 302 or equivalent preparation.

**402. History of Spanish Literature—2 hours.** General survey course with emphasis upon important literary movements and writers. Prerequisite: Spanish 301 and 302 or equivalent preparation.

## 5. Courses Presented in the English Language

**451. French Drama in Translation—3 hours.** A survey with lectures in English and collateral reading of English translations.

**453. German Literature—3 hours.** A survey revealing characteristics of German language, literature, and peoples. Readings in English of epics, dramas, and novels.

**455. History of Latin Literature—3 hours.** Survey of Latin literature from its beginnings to the end of the silver age. Contribution of the Romans to world thought. Readings in English of representative authors.

**457. Spanish Civilization—3 hours.** Social and political background of the Spanish peoples and their contributions to world culture.

**459. Spanish Literature—2 hours.** Lectures in English with readings from English translations of Spanish classics.

**461. Norwegian Literature—3 hours.** Literature of the nineteenth and twentieth centuries in English translation. The principal works in fiction and drama of such authors as Ibsen, Bjornson, Garborg, Hamsun, and Undset. Lectures on the historical, linguistic, and cultural background.

## 6. Courses in Diction

The following courses are offered without credit to junior and senior students who wish to improve their diction in these languages. Classes meet for one hour per week. Though intended primarily for students of music, they may be taken by others.

**01. French Diction.**

**02. German Diction.**

**03. Italian Diction.**

# Mathematics

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Henry Van Engen, Ph.D., Associate Professor of Mathematics and Head of the Department

Ira S. Condit, M.A., Professor of Mathematics, Emeritus, Part-time Service

E. E. Watson, M.S., Professor of Mathematics

Harold C. Trimble, Ph.D., Instructor in Mathematics

A major in mathematics consists of at least 42 hours of work in mathematics which must include Mathematics 416, 490, and either 304 or 305.

A minor in mathematics consists of at least 23 hours of work in mathematics which must include Mathematics 101 and at least 2 hours from courses 304, 305, and 306.

Students who have had one year of algebra and one year of geometry in high school and who have met the course prerequisites in their freshman year may take Mathematics 415, 416, and 417 in the sophomore year.

**10. Principles of Elementary Mathematics**—5 hours. Specifically designed for prospective elementary teachers. Emphasizes important mathematical concepts in the fields of arithmetic, algebra, and geometry and includes such items as interpretation of data, use of tables, ratios, etc. Diagnostic and remedial work in fundamentals.

**100. Mathematics I, College Algebra**—5 hours. No credit for a student who presents two units of entrance credit in algebra. Prerequisite: Mathematics 110.

**101. Mathematics II**—5 hours. No credit for a student who presents one-half unit of entrance credit in trigonometry. Trigonometry and continuation of college algebra. Prerequisite: Mathematics 100.

**102. Mathematics III**—5 hours. Analytical geometry and allied topics. Prerequisite: Mathematics 101.

**110. Survey of Mathematics**—5 hours. No credit for a student who presents two units of entrance credit in algebra or one-half unit of entrance credit in trigonometry. Develops the social significance of mathematics and shows the relationship of mathematics to other fields of learning. Required of each student who has either a major or a minor in mathematics but designed also for those who do not plan to take further work in mathematics.

**122. Elementary Navigation**—5 hours. Applications of the principles of spherical trigonometry to problems of navigation, using elementary instruments of navigation for taking bearings from celestial bodies. Prerequisite: Mathematics 101. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**304. Surveying**—3 hours. Principles and operations; field practice in measurement; leveling. Prerequisite: Mathematics 101. Four periods a week.

**305. Projective Geometry**—3 hours. Concepts and theorems underlying projective geometry. The use of the quadrangle and the quadrilateral, the theorems of Desargues, Pascal, Brianchon, theory of poles and polars, projective transformations and harmonic relations. Prerequisite: Mathematics 101.

**306. College Geometry**—2 hours. Theorems and concepts more advanced than those of high-school geometry. Original exercises emphasized. Construction work and generalizations relating to high-school geometry. The circle, triangle and constructions with ruler and compasses. Prerequisite: Mathematics 101.

**307. Mathematics of Finance**—3 hours. Sinking funds, depreciation, bonds, building and loan associations, and life insurance.

**310. Solid Analytical Geometry**—5 hours. A continuation of Mathematics III. Particular attention to transformation and determinants as related to the analytical geometry of three dimensions as well as a further study of coordinate systems. Prerequisite: Mathematics 102.

**400. Theory of Equations**—5 hours. The analytic criterion for constructions with ruler and compasses; the impossible constructions of Euclidian Geometry; the solution of numerical equations by Newton's and Horner's methods; the determinants for systems of linear equations in  $n$  unknowns. Prerequisite: Mathematics 415.

**401. Theoretical Mechanics A**—3 hours. Principles of dynamics and their applications in the field of mathematical physics. Prerequisite: Mathematics 415.

**402. Theoretical Mechanics B**—2 hours. The size of stars and their probable distribution, determination of orbits, mass, density, distance; the law of gravitation. Kepler's laws; velocity of escape of gases. Prerequisite: Mathematics 415.

**405. Differential Equations**—3 hours. Differential equations of the first order and linear equations with constant coefficients, with emphasis upon forms occurring in mechanics and physics. Prerequisite: Mathematics 416.



**406. Statistical Measurements**—5 hours. Introduction to the mathematics of statistical methods. Some knowledge of calculus is desirable. Prerequisite: Mathematics 100 and 101 or equivalent preparation.

**407. History of Mathematics**—3 hours. Prerequisite: Mathematics 102.

**408. The Teaching of Arithmetic**—3 hours. Organization of subject matter; the relation of arithmetic to the whole curriculum; evaluation of teaching procedures; the testing program.

**410. Materials in Secondary Mathematics**—3 hours. Prerequisite: two courses in college mathematics and Education 460.

**415. Calculus I**—5 hours. Differential calculus with applications. Prerequisite: Mathematics 102.

**416. Calculus II**—5 hours. Integral calculus. Prerequisite: Mathematics 415.

**417. Calculus III**—5 hours. Taylor's theorem, series, theorem of the mean, partial differentiation, practical applications, easy differential equations. Prerequisite: Mathematics 416.

**490. The Teaching of Secondary Mathematics**—2 hours. Credit also as a course in education for a student whose major is mathematics. Prerequisite: two courses in college mathematics and Education 460.

**520. Independent Study.** See page 51 for conditions applying to credit for independent study.

## Music

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Edward Kurtz, D.Mus., Professor of Violin and Composition  
and Head of the Department

Henry Harris, B.Mus., Assistant Professor of Piano

William E. Hays, M.Mus., Assistant Professor of Voice

Frank W. Hill, M.Mus., Assistant Professor of Violin, Viola,  
and Theory

Harald B. Holst, M.Mus., Assistant Professor of Voice

Rose Lena Ruegnitz, M.Mus., Assistant Professor of Piano

Myron Russell, M.Mus., Assistant Professor of Wood-wind  
Instruments

Roland Searight, M.A., Assistant Professor of Violoncello and  
Conducting

Olive L. Barker, M.A., Instructor in Voice

Russell N. Baum, M.Mus., Instructor in Piano

Jane Birkhead, M.A., Instructor in Voice

\*Emil W. Bock, M.Mus., Instructor in Violin

James J. DeJonge, M.Mus., Instructor in Music Education

George W. Samson, Instructor in Organ and Piano

Carl A. Wirth, M.Mus., Instructor in Brass Instruments and  
Theory

A student whose major is in the field of music must earn 20 hours of credit in one foreign language if he presents no entrance credit in foreign language; if he presents 1 unit to 1½ units in one foreign language, he must earn 10 hours of credit in the same foreign language or 15 hours of credit in a new foreign language; if he presents 2 to 2½ units in one foreign language, he must earn 5 hours of credit in the same foreign language or 15 hours of credit in a new foreign language. No additional credit work in foreign language is required of a student who has earned 3 or more units of one or two foreign languages in high school. A student whose major is in the field of music must take Languages 01, 02, and 03 except that the student who has credit work in a language may omit the diction course in that language.

A major in school music must include Music 01, 02, 03, 04, 05, 06, 113, 114, 115, 3 hours from 300, 302, 303, 304, or 305, 308, 317, 318, 400, 402, 403, 404, 405, 408, 409, 410, 411, 412, 413, 435, 436, and 437. The student must select a field of applied music (known as

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\*On leave

the applied major field) for specialization. The student must earn 21 hours in the applied major field or 12 hours in the applied major field and 9 hours in some other field of applied music and must pass an examination including Grade XII in his applied major field. Three hours in piano are also required except that on passing a satisfactory examination (Grade VI) in piano the Head of the Department of Music may permit the substitution of other credit in applied music. If the student takes work in violin, Music 01, 02, and 03 may be omitted; if the student takes work in voice, Music 04, 05, and 06 may be omitted; and 1 hour of work in Music 300 to 305 may be omitted for each quarter of work in an instrument corresponding to the instruments studied in Music 300 to 305. Each student must make a public appearance in the applied major field.

Students with a major in school music and who do not select voice or violin as the field of specialization must take 3 hours of applied music in voice and 3 hours of applied music in violin in addition to the requirements of violin in class and voice in class, unless excused from the requirement by the head of the department.

Activities: A student whose applied major field is voice must take 12 quarters of work in chorus. A student whose applied major field is an instrument is required to take 6 quarters in ensemble and, unless the instrument is piano or organ, 12 quarters of work in orchestra or band or both, and 3 quarters in chorus. Attendance at recitals and public music events presented by the Department of Music is required. The Head of the Department of Music may in special cases excuse students from the above activities.

Students may also major in applied music in case the applied major field is voice, piano, organ, violin, viola, or cello. The major must include Music 113, 114, 115, 308, 317, 318, 400, 402, 403, 404, 405, 408, 409, 410, 411, 412, 414, 415, 416, 435, 436, 437, and 2 hours from 300, 302, 303, 304, and 305. The student must earn at least 21 hours in the applied major field and 3 hours in other applied music, or 24 hours in the applied major field; must pass an examination in the applied major field (Grade XVIII); and must give a recital in the senior year.

Activities: A student whose applied major field is voice must take 12 quarters of work in chorus; a student whose applied major field is a stringed instrument must take 12 quarters of work in orchestra and 6 quarters in ensemble; and a student whose applied major field is piano or organ must take 6 quarters of work in ensemble. Attendance at recitals and public music events presented by the Department of Music is required. The Head of the Department of Music may in special cases excuse students from the above requirements.



Students desiring to minor in the field of music must choose one of the following:

**A. Vocal music**

The requirements are Music 113, 114, 115, 408, 412; 6 hours in voice; and 6 quarters in chorus or glee club.

**B. Band and orchestra conducting**

The requirements are Music 01, 02, 03, 113, 114, 115; 3 hours from 300, 302, 303, 304, 305; 412, 413; and 6 hours in a field of applied music. The student must have or attain suitable proficiency in piano and must take 6 quarters of band or orchestra.

A student whose minor is in the field of music must attend all recitals for 6 quarters unless released by the Head of the Department of Music.

**01. Violin in Class A—Drill credit. Two periods a week.**

**02. Violin in Class B—Drill credit. Prerequisite: Music 01. Two periods a week.**

**03. Violin in Class C—Drill credit. Prerequisite: Music 02. Two periods a week.**

**04. Voice in Class A—Drill credit. Two periods a week.**

**05. Voice in Class B—Drill credit. Prerequisite: Music 04. Two periods a week.**

**06. Voice in Class C—Drill credit. Prerequisite: Music 05. Two periods a week.**

**10. Elements of Music—2 hours. Introductory course in school music consisting of singing, rhythmic development, and elementary theory. Daily.**

**11. Music for Kindergarten-Primary Grades—2 hours. Prerequisite: Music 10 or equivalent preparation. Four periods a week.**

**12. Music for Intermediate Grades—2 hours. Training in singing; essentials of theory; sight singing, ear training, and dictation; elementary conducting. Prerequisite: Music 10 or equivalent preparation. Four periods a week.**

**17. Rural School Music—2 hours. Singing, rhythmic development, elementary theory, choir plan, and rural school music problems. No credit for a student who has credit for Music 10. Five days a week.**

**113. Aural Theory I—3 hours. Eurythmics. Elementary theory. Simple rhythmic and melodic dictation. Sight singing of folk songs. Elementary keyboard harmony. Daily.**

**114. Aural Theory II**—3 hours. Sight singing of melodies involving chromatic difficulties. Melodic dictation in major and minor with modulations to nearly related keys. Harmonic dictation using principal triads in root position and in inversions. More advanced keyboard harmony using cadence formulas and modulations. Rhythmic dictation involving syncopation. Prerequisite: Music 113. Daily.

**115. Aural Theory III**—3 hours. Introduction to part writing. Advanced harmonic dictation using secondary triads, all inversions and modulations. Melodic dictation in major and minor modulating to all related keys and involving more difficult leaps and rhythms. Keyboard harmony continued, including harmonization of simple tunes and figured bases at sight and modulating to all keys. Introduction of alto and tenor clefs in sight singing. Singing of part songs at sight. Prerequisite: Music 114. Daily.

**300. \*Orchestral Instruments I**—1 hour. Cello, Bass.

**302. \*Orchestral Instruments II**—1 hour. Clarinet.

**303. \*Orchestral Instruments III**—1 hour. Brass instruments.

**304. \*Orchestral Instruments IV**—1 hour. Flute, Saxophone, Percussion.

**305. \*Orchestral Instruments V**—1 hour. Oboe, Bassoon. Study of instrument in class; selection and care of instrument; methods of instruction. Two periods a week.

**308. Harmony I**—3 hours. A course designed to familiarize the student with the construction and manipulation of all types of seventh chords and ninth chords, and chromatic alterations of fundamental harmonies. Harmonic analysis, keyboard harmonization, and aural perception of chords in harmonic progressions are emphasized. Prerequisite: Music 115.

**317. Harmony II**—3 hours. Devoted to study of methods of modulation and ornamental harmony such as suspensions, anticipations, organ point, and passing notes. This course emphasizes practical application of the work in Harmony I, i.e., piano accompaniments to songs, keyboard harmonization, and original settings for children's rhymes. Prerequisite: Music 308.

**318. Harmony III**—3 hours. A study of modern harmonic devices, classification and evolution of modern harmonies. A study of the harmonic contributions of contemporary composers. Emphasis on original examples of such devices as polytonality,

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\*Credit only for a student whose major or minor is in the field of music.

chord-building by fourths, and whole-tone writing. Modal harmonies and duodecuple construction. Prerequisite: Music 317.

**400. School Music Methods I**—3 hours. No credit for a student who has credit for Music 11. Materials and methods for kindergarten and primary grades. Prerequisite: Music 10, 17, or 113.

**402. School Music Methods II**—3 hours. No credit for a student who has credit for Music 12. Materials and methods for intermediate grades. Prerequisite: Music 10, 17, or 113.

**403. Counterpoint I**—2 hours. The species in two, three, and four parts. Motive development and imitation. Original work with early polyphonic forms. Prerequisite: Music 317.

**404. Counterpoint II**—2 hours. Inventions and choral forms. Analysis of the Bach two-part inventions and organ choral preludes. Prerequisite: Music 403.

**405. Counterpoint III**—2 hours. Canon and fugue. Analysis of Bach's Well-Tempered Clavichord. Prerequisite: Music 404.

**408. School Music Methods III**—3 hours. Materials and methods for junior and senior high schools. Prerequisite: Music 10, 17, or 113.

**409. \*Orchestration I**—1 hour. Prerequisite: Music 317.

**410. \*Orchestration II**—1 hour. Prerequisite: Music 409.

**411. Orchestration III**—1 hour. Prerequisite: Music 410. Study, arrangement, and preparation of orchestral scores.

**412. Conducting**—2 hours. Baton techniques, score reading; practice in conducting. Prerequisite: Music 10, 17, or 113. Three periods a week.

**413. Band Management**—2 hours. Development of school bands; marching and drill maneuvers; arrangement and preparation of band scores. Three periods a week.

**414. \*\*Composition I**—1 hour. The phrase and its development and harmonic equipment. The period form single and double. Prerequisite: Music 317.

**415. \*\*Composition II**—1 hour. The song forms; the two-part and three-part song forms. Prerequisite: Music 414.

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\*Music 411 must be completed before credit for Music 409 and 410 may be used in meeting the requirements for graduation.

\*\*Music 416 must be completed before credit for Music 414 or 415 may be used in meeting the requirements for graduation.



**416. Composition III**—1 hour. Compound song forms and various styles of composition in homophonic forms. Prerequisite: Music 415.

**435. Music History and Form I**—2 hours. Survey of the development of music from its primitive origins through classical antiquity up to the end of the eighteenth century. Music literature from Gregorian chant to the Mozart symphonies and the operas of Gluck studied by means of phonograph records and slides. Early forms, suites, song forms, sonata form. Three periods a week.

**436. Music History and Form II**—2 hours. Music of the nineteenth century. Literature from Beethoven to Debussy. Development of romanticism, nationalism, program music. The music dramas of Wagner. Analysis of a Beethoven symphony. Three periods a week.

**437. Music History and Form III**—2 hours. Music of the twentieth century in all countries with special emphasis on the growth of music in America. Development of new forms. Analysis of a modern work. Three periods a week.

**490. Supervision of Music**—2 hours. Credit also as a course in education for a student whose major is in the field of music. History of public school music in the United States. The present school music curriculum. Criteria for the evaluation of music teaching and problems of supervising the music program. Prerequisite: 20 hours of credit in music and Education 460.

## Applied Music

For each hour of credit the work in applied music requires one lesson a week for one quarter. A student whose major is music may earn two hours of credit by taking two or more lessons a week. This work is evaluated by means of grades ranging from I to XVIII which are determined by the difficulty of the selection rendered and by the quality of the performance. The student must show improvement as the work in any line progresses. For information concerning the requirements for each grade consult the Head of the Department of Music.

With the permission of the Head of the Department of Music a student whose major is in music may register in the junior and senior years for courses in applied music which are open to sophomores, juniors, and seniors, or to juniors and seniors without having had previous courses in the same field.

**100. Applied Music I**—The 1st, 2nd, and 3rd quarters of work in voice.

320. **Applied Music II**—The 4th, 5th, and 6th quarters of work in voice.

420. **Applied Music III**—The 7th to 12th quarters of work in voice.

101. **Applied Music IV**—The 1st, 2nd, and 3rd quarters of work in piano or organ.

321. **Applied Music V**—The 4th, 5th, and 6th quarters of work in piano or organ.

421. **Applied Music VI**—The 7th to 12th quarters of work in piano or organ.

102. **Applied Music VII**—The 1st, 2nd, and 3rd quarters of work in a stringed instrument.

322. **Applied Music VIII**—The 4th, 5th, and 6th quarters of work in a stringed instrument.

422. **Applied Music IX**—The 7th to 12th quarters of work in a stringed instrument.

103. **Applied Music X**—The 1st, 2nd, and 3rd quarters of work in a wood-wind or brass instrument.

323. **Applied Music XI**—The 4th, 5th, and 6th quarters of work in a wood-wind or brass instrument.

423. **Applied Music XII**—The 7th to 12th quarters of work in a wood-wind or brass instrument.

104. **Applied Music XIII**—The 1st, 2nd, and 3rd quarters of work in a percussion instrument.

324. **Applied Music XIV**—The 4th, 5th, and 6th quarters of work in a percussion instrument.

424. **Applied Music XV**—The 7th to 12th quarters of work in a percussion instrument.

### Note

String ensemble for the study and performance of sonatas, trios, quartettes, and quintettes is provided for students in violin, viola, cello, bass, harp, and piano. Wood-wind and brass ensemble for work of a similar nature is provided for students in wood-wind and brass instruments.

## Physical Education for Men

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L. L. Mendenhall, M.A., Professor of Physical Education for Men and Head of the Department

\*Paul F. Bender, Ed.D., Associate Professor of Physical Education for Men

Arthur Dickinson, M.A., Assistant Professor of Physical Education for Men

\*David H. McCuskey, M.A., Instructor in Physical Education for Men

Oliver M. Nordly, B.A., Instructor in Physical Education for Men

Clyde L. Starbeck, B.S., Instructor in Physical Education for Men

Lawrence W. Whitford, M.A., Instructor in Physical Education for Men

Max L. Durfee, M.D., Health Director

A major in physical education (men) must include Physical Education 300, 351, 352, 353, 354, 407, 451, 452, 455, 456, 457, 463, 471, 472, 473, and 490.

The work of a student whose major is physical education (men) must include Biological Science 11.

A minor in physical education (men) must include Physical Education 455, 456, 457, and 473; courses in Football, Baseball, Basketball, Track and Field, and electives to make a total of at least 20 hours.

During one of the first four quarters in residence men students who have not passed a swimming test given by the department must complete a course in swimming.

## Courses Offered to Both Men and Women

**300. Anatomy**—5 hours. Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

**301. Kinesiology**—3 hours. Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Physical Education 300 must precede or accompany this course.

**407. School Health Problems**—3 hours. No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health

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\*On leave



examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Physical Education 300 and Biological Science 11.

**408. Therapeutic Exercise**—2 hours. Theory and practice of posture examination, remedial posture measures and massage in the school program. Prerequisite: Physical Education 300, 301, and Biological Science 11.

**410. Physiology of Exercise**—3 hours. Effects of exercise upon the various organic functions of the body. A comparison of strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 11.

**471. History and Principles of Physical Education**—3 hours. For women this course must be accompanied by Physical Education for Intermediate Grades as arranged.

**492. Tests and Measurements in Physical Education**—2 hours. Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education. Prerequisite: Education 460.

## Courses Offered to Men

### 01. Physical Education

The work in Physical Education 01 required of all men students is selected from the following courses: badminton, baseball, basketball, boxing, cross country, diamond-ball, floor and mat work, football, games, golf, gymnastics, handball, modified activities, six-man football, soccer, softball, speedball, beginning swimming, advanced swimming, tennis, touch football, track and field, volleyball, and wrestling.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advance approval of the heads of both departments and the Dean of the Faculty is required.

**07. Military Survey**—2 hours. Designed particularly for men who expect to enter the armed services. Lecture and recitation, two periods a week; laboratory and field work, two periods a week.

**351. Football I**—2 hours. Physical Education 01: Football must accompany this course.

**352. Basketball I**—2 hours. Physical Education 01: Basketball must accompany this course.

**353. Baseball**—2 hours. Physical Education 01: Baseball must accompany this course.

**354. Track and Field**—2 hours. Physical Education 01: Track and Field must accompany this course.

**451. Football II**—2 hours. Physical Education 01: Football must accompany this course. Prerequisite: Physical Education 351.

**452. Basketball II**—2 hours. Physical Education 01: Basketball must accompany this course. Prerequisite: Physical Education 352.

**455. Gymnastics**—2 hours. Gymnastic marching. Elementary exercises on bars, horse, mats, and other apparatus. Physical Education 01: Gymnastics must accompany this course.

**456. Swimming**—2 hours. Physical Education 01: Swimming must accompany this course.

**457. Activities for Schools**—2 hours. Activities suitable for the growing child at different age levels. Physical Education 01: Games must accompany this course.

**458. Wrestling**—2 hours. Physical Education 01: Wrestling must accompany this course.

**459. Recreational Leadership**—2 hours. City, county, state, and national organizations promoting recreational activities. Playground equipment and programs. Physical Education 01: Games must accompany this course.

**463. Training and First Aid**—2 hours. Diet; treatment of injuries; massage and bandaging; lectures; demonstrations, and practice. Prerequisite: Physical Education 300 and Biological Science 11.

**472. Supervision of Physical Education**—3 hours. This course must be taken in conjunction with Methods in Physical Education. Prerequisite: Physical Education 351 or 451 and 352 or 452.

**473. Organization and Administration of Physical Education**—3 hours.

**490. Methods in Physical Education**—2 hours. Credit also as a course in education for a student whose major is physical education (men). This course must be taken in conjunction with Supervision of Physical Education. Prerequisite: Education 460.

# Physical Education for Women

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Monica R. Wild, Ph.D., Professor of Physical Education for Women and Head of the Department

Doris E. White, M.A., Associate Professor of Physical Education for Women

Dorothy Humiston, Ph.D., Assistant Professor of Physical Education for Women

Grace Van Ness, M.A., Assistant Professor of Physical Education for Women

Dorothy Michel, M.A., Instructor in Physical Education for Women

Maude E. Moore, M.A., Instructor in Physical Education for Women

Thelma Short, M.A., Instructor in Physical Education for Women

Max L. Durfee, M.D., Health Director

A major in physical education (women) must include Physical Education 100, 300, 301, 303, 305, 401, 402, 403, 404, 406, 407, 408, 410, 471, and 492.

The work of a student whose major is physical education (women) must include Biological Science 11 and 100; and four courses in Physical Education 01 each quarter unless the student is released by the adviser from this requirement. The student must pass a test in the playing of piano accompaniments for rhythmic work in physical education.

A minor in physical education (women) must include Physical Education 300, 305, and 471; 5 hours of work selected from courses 401, 402, 403, and 404; at least 5 hours of elective work in physical education for women; and at least two courses in Physical Education 01 each quarter for six quarters unless released from this requirement by the Head of the Department of Physical Education for Women.

With the consent of the adviser a student may register for four courses in Physical Education 01 each quarter provided that the total number of periods required for this work does not exceed eight periods a week.



## Courses Offered to Both Men and Women

**300. Anatomy**—5 hours. Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs.

**301. Kinesiology**—3 hours. Body mechanics in relation to posture, sports, corrective gymnastics, and everyday activities. Physical Education 300 must precede or accompany this course.

**407. School Health Problems**—3 hours. No credit for a student who has credit for Biological Science 300 (Hygiene and Sanitation). Methods of health instruction through the health examination; health needs of the individual child; hygiene of the environment; cooperation with home and community. Evaluation of the literature and devices of health instruction. Prerequisite: Physical Education 300 and Biological Science 11.

**408. Therapeutic Exercise**—2 hours. Theory and practice of posture examination, remedial posture measures and massage in the school program. Prerequisite: Physical Education 300, 301, and Biological Science 11.

**410. Physiology of Exercise**—3 hours. Effects of exercise upon the various organic functions of the body. A comparison of strength, speed, and endurance exercises. Prerequisite: Physical Education 300 and Biological Science 11.

**471. History and Principles of Physical Education**—3 hours. For women this course must be accompanied by Physical Education for Intermediate Grades as arranged.

**492. Tests and Measurements in Physical Education**—2 hours. Credit also as a course in education for a student whose major is physical education. Analysis, interpretation, and use of tests in physical education. Prerequisite: Education 460.

## Courses Offered to Women

### 01. Physical Education

The work in Physical Education 01 required of all women students is selected from the following courses:

Group Games and Team Sports: games (representative activities for various age groups), simple team games (mainly the lead-up games to the major sports), beginning softball, advanced softball, beginning basketball, advanced basketball, beginning hockey, advanced hockey, beginning volleyball, advanced volleyball, beginning soccer, advanced soccer, speedball, fieldball, lacrosse and cricket.

**Individual and Dual Activities:** combat activities, badminton, bowling, beginning archery, advanced archery, archery golf, indoor archery, track and field, beginning swimming, first intermediate swimming, second intermediate swimming, life saving, advanced swimming, golf, beginning tennis, intermediate tennis, advanced tennis, canoeing, fencing, horseback riding, winter sports, ice skating, stunts and contests, outing activities, recreational games (handball, table tennis, deck tennis, etc.)

**Rhythmic Activities:** beginning modern dance, intermediate modern dance, advanced modern dance, beginning folk dancing, intermediate folk dancing, advanced folk dancing, national dancing, beginning social dancing, advanced social dancing, beginning tap and clog, intermediate tap and clog, rhythmic form and analysis.

**Gymnastics:** the technique of gymnastics, therapeutic gymnastics, gymnastics, Danish gymnastics.

**Physical Education for Special Groups:** fundamentals of rhythmic education, physical education for primary grades, physical education for intermediate grades, elements of motor skills, activities for social recreation.

Men and women may enter any activity course offered by either department of physical education, without earning physical education credit, upon the approval of the head of the department giving the course. If credit is desired, the advanced approval of the heads of both departments and the Dean of the Faculty is required.

**100. First Aid to the Injured—2 hours.** Students may prepare themselves in this course for the examination for a Red Cross Standard First Aid Certificate.

**303. Club and Camp Leadership—3 hours.** Organization and activities of girls' clubs; correlation with the physical education program of the school; summer camping program; camp- and woodcraft. This course must be accompanied by Outing Activities.

**304. The Teaching of Basketball—1 hour.** No credit for a student whose major is physical education (women). Recitation, 1 period a week; laboratory work, 2 periods a week.

**305. Play and Recreational Leadership—3 hours.** Play as education. Age needs. Yearly and daily program planning. Play-ground equipment and sites. This course must be accompanied by Games.

**312. Home Nursing—2 hours.** Individual, home, and community hygiene; care of the sick and convalescent; special problems such as infant, child, maternal, and aged care; nursing techniques.

**401. The Dance in Education—2 hours.** Dance as an art; fundamentals in rhythmic education; the teaching of dance in the public school physical education program. This course must be accompanied by two of the following activity courses as arranged: Fundamentals of Rhythmic Education, Folk Dancing, Tap and Clog, and Beginning Modern Dance.

**402. The Teaching of Basketball and Swimming—3 hours.** This course must be accompanied by Basketball and Swimming as arranged.

**403. The Teaching of Hockey, Soccer, and Tennis—2 hours.** This course must be accompanied by Tennis and Hockey or Soccer as arranged.

**404. The Teaching of Softball and of Track and Field—3 hours.** This course must be accompanied by Softball and Track and Field as arranged.

**406. Administration of Physical Education—3 hours.** Program of instruction and of free-time recreation; equipment, gymnasium, play field, locker room, swimming pool. Budget; supervisory problems; community relationships.

**440. Advanced First Aid—3 hours.** Intensive course in first aid leading to the American Red Cross Advanced First Aid Certificate, followed by the instructor's course leading to the American Red Cross First Aid Instructor's Certificate. Prerequisite: PE W 100, permission of the instructor, and 20 years of age.



## Science

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Emmett J. Cable, Ph.D., Professor of Earth Science and Head of the Department

Louis Begeman, Ph.D., Professor of Physics, Emeritus, Part-time Service

R. L. Abbott, Ph.D., Professor of Biology

Alison E. Aitchison, M.S., Professor of Geography

Robert W. Getchell, Ph.D., Professor of Chemistry

W. H. Kadesch, Ph.D., Professor of Physics

C. W. Lantz, Ph.D., Professor of Biology

H. Earl Rath, Ph.D., Professor of Health Education

Winfield Scott, Ph.D., Professor of Agriculture

S. Freeman Hersey, B.Ph., Associate Professor of Physics, Emeritus, Part-time Service

Marguerite Uttley, Ph.D., Associate Professor of Geography

Martin L. Grant, Ph.D., Assistant Professor of Biology

A major in science must include Science 15, 16, and 490; 25 hours from a field of special interest which may be either biological science, chemistry, or physics; 10 hours from each of the two above mentioned fields which have not been chosen as the field of special interest; and 7 hours from Earth Science 360, 460, 461, 474, and 475. No one of the required minors shall be in the field of science.

A major in earth science must include Science 15 and 16; Earth Science 493; and at least 18 hours of work selected from Earth Science 162, 360, 366, 460, 461, 464, 466, 468, 470, 474, and 475.

A minor in biological science must include Science 15; Biological Science 100 and 102; and at least 5 hours of elective work in biological science or Physical Education 300.

A minor in chemistry consists of Science 16; and 15 hours of work in chemistry.

A minor in physics consists of Science 16; and at least 15 hours of work in physics.

A minor in earth science consists of at least 20 hours of work in earth science except that credit in Science 16 may be used in meeting the requirements of this minor.

A minor in agriculture consists of Science 15; and at least 18 hours of work in agriculture.

## General Courses in Science

**15. Survey of Biological Sciences**—5 hours. No credit for a student who has credit in Biological Science 10. A survey of the basic principles of both plant and animal biology, with special emphasis upon their relationship to man. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**16. Survey of Physical Sciences**—5 hours. Survey of basic concepts in chemistry, physics, astronomy, climatology, geology, and of other phases of earth science. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**490. The Teaching of Science**—2 hours. Credit also as a course in education for a student whose major is science. Prerequisite: 15 hours in science and Education 460.

**520. Independent Study.** See page 51 for conditions applying to credit for independent study.

## 1. Biological Science

**10. Nature Study**—5 hours. No credit for a student who has credit for Science 15. The more conspicuous types of plant and animal life with special emphasis on trees, birds, and insects. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**11. Physiology**—5 hours. The functioning of the different systems of organs of the human body; correlation of the physiology and anatomy of each organ; dissection and experimentation. Prerequisite: Science 15. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**12. Health Education A**—3 hours. No credit for a student who has credit for Biological Science 13 or 300 (Hygiene and Sanitation). Personal, community, and school hygiene. Aims and methods of health education with emphasis on child health.

**13. Health Education B**—2 hours. No credit for a student who has credit for Biological Science 12 or 300 (Hygiene and Sanitation). Community and school hygiene with emphasis on personal health and hygiene.

**100. Animal Biology**—5 hours. Life processes and structure of animals. Prerequisite: Science 15. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**102. Plant Biology**—5 hours. Life processes and structure of plants. Prerequisite: Science 15. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**108. Invertebrate Zoology**—5 hours. Anatomy and physiology of several type-forms in each division of invertebrate animals. Prerequisite: Biological Science 100. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**113. Microbiology**—4 hours. Designed for nurses in training.

**114. Anatomy and Physiology**—7 hours. Designed to meet the needs of nurses in training.

**306. Vertebrate Zoology**—5 hours. The classes of vertebrates with particular reference to their origin, development, anatomy, and physiology. Prerequisite: Biological Science 100. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**403. Plant Morphology**—5 hours. Morphology and evolution of the great groups of plants, with special emphasis upon algae, fungi, mosses, and ferns. Prerequisite: Science 15. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**404. Plant Physiology**—5 hours. Physiological processes of plants with emphasis upon plant metabolism. Responses of plants to stimuli. Prerequisite: Biological Science 102. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**406. Plant Ecology and Taxonomy**—5 hours. Effects of environment upon plant growth and plant distribution. Identification, field recognition, and economic importance of seed plants of our local flora; evolution of flowering plants. Prerequisite: Biological Science 102. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**408. Bacteriology**—5 hours. Micro-organisms, their classification, morphology, and physiology; their relation to health, sanitation, and food preservation. Prerequisite: Science 15. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**410. Organic Evolution**—2 hours. Meaning, evidences, and factors of organic evolution; its significance in biology and in modern thought. Prerequisite: Science 15.

**412. Heredity**—3 hours. Laws of heredity and their relation to plants, animals, and man. Significance of heredity to the human race. Prerequisite: Science 15.



## 2. Chemistry

**121. Inorganic Chemistry I**—5 hours. The nonmetallic elements and their compounds and chemical theory. Prerequisite: Science 16 or entrance credit in chemistry. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**122. Inorganic Chemistry II**—5 hours. Prerequisite: Chemistry 121. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**124. Chemistry of Metals and Qualitative Analysis**—5 hours. Introduction to the study of the properties of the metallic elements. Prerequisite: Chemistry 122. Recitations, 2 periods a week; laboratory work, 6 periods a week.

**129. Chemistry for Nurses**—4 hours. Practical applications of inorganic and organic chemistry to the field of nursing.

**318. Inorganic Chemistry of the Home**—5 hours. No credit for a student who has credit in Chemistry 121. Fundamental principles of inorganic chemistry as applied to the home. Especially designed for home economics students. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**319. Organic Chemistry of the Home**—5 hours. No credit for a student who has credit in Chemistry 321. The chemistry of foods, textiles, and other organic substances of household application. A continuation of Chemistry 318. Prerequisite: Chemistry 318 or equivalent preparation. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**321. Organic Chemistry**—5 hours. Essentials of organic chemistry. Prerequisite: Chemistry 122. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**322. Organic Preparations**—5 hours. Synthesis of typical compounds representative of organic reactions. Prerequisite: Chemistry 321. Laboratory work, 10 periods a week.

**324. Quantitative Analysis I**—5 hours. Gravimetric analysis. Prerequisite: Chemistry 124. Laboratory work, 10 periods a week.

**326. Quantitative Analysis II**—5 hours. Volumetric analysis. Prerequisite: Chemistry 122. Laboratory work, 10 periods a week.

**328. Biochemistry**—3 hours. The chemical processes involved in the digestion and utilization of food in the body. Prerequisite: Chemistry 319 or 321. Recitation, 1 period a week; laboratory work, 4 periods a week.

**421. Water Analysis**—3 hours. Methods in analysis of water to determine its suitability for drinking, laundry, and industrial purposes. Prerequisite: Chemistry 124. Laboratory work, 6 periods a week.

**423. Special Laboratory Course**—5 hours. Quantitative experimental work. For students of exceptional ability this work may be in the nature of a research problem. Prerequisite: 5 hours of credit in quantitative analysis. Laboratory work, 10 periods a week.

**424. Physical Chemistry**—5 hours. Prerequisite: Chemistry 124.

**426. Food Analysis**—5 hours. Proximate quantitative analysis of the common foods. Prerequisite: Chemistry 321. Recitations, 2 periods a week; laboratory work, 6 periods a week.

### 3. Physics

**140. Mechanics**—5 hours. Prerequisite: Science 16 or entrance credit in physics. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**146. Elementary Radio**—10 hours. Designed to give the beginning student of electricity a practical working knowledge of radio. The operation of transmitters, receivers, and their associated apparatus. Some attention to the international code, and to radio regulations. Recitations, 5 periods a week; laboratory work, 10 periods a week.

**340. Advanced Mechanics**—3 hours. Experimental problems preceded by brief discussion of the principles involved. Prerequisite: Physics 140 or equivalent preparation. Laboratory work, 6 periods a week.

**341. Sound and Light**—5 hours. Prerequisite: Physics 140 or equivalent preparation. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**343. Heat, Electricity, and Magnetism**—5 hours. Prerequisite: Physics 140. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**440. Measurements in Electricity and Magnetism**—5 hours. Resistance, electromotive force, current, capacitance, inductance, magnetic field strength, and other electrical and magnetic quantities are accurately measured, and the instruments of measurement studied. Prerequisite: Physics 343 or equivalent preparation. Laboratory work, 10 periods a week.

**441. Alternating Currents**—5 hours. Includes a study of industrial alternating currents, and of high frequency currents, circuits, and devices used in radio. Prerequisite: Physics 140 and 343. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**442. Modern Physics**—5 hours. Introductory course in radioactive and electronic phenomena. Prerequisite: Physics 140 and 343. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**445. Kinetic Theory and Thermodynamics**—5 hours. Prerequisite: Physics 343. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**446. Advanced Course in Light**—3 hours. Experimental problems preceded by discussion of the principles involved. Prerequisite: Physics 341 or equivalent preparation. Laboratory work, 6 periods a week.

## 4. Earth Science

**162. Elements of Geography**—5 hours. A survey of man's occupancy of the earth developed through the classification and distribution of the major types of natural environment and man's utilization of the resources in each type.

**360. Astronomy**—5 hours. A course in descriptive astronomy. Uses of various astronomical instruments.

**366. Geography of North America**—5 hours. Description, analysis, and interpretation of the present occupancy pattern of the major regions of the United States. Brief survey of Canada, Mexico, and the Caribbean regions.

**460. Mineralogy**—5 hours. Descriptive and determinative mineralogy. Recitations, 3 periods a week; laboratory work, 4 periods a week.

**461. Meteorology**—5 hours. A study of the meteorological elements and their application to weather, weather forecasting, air transportation, and the interpretation of climate.

**464. Geography of South America**—5 hours. Designed to develop an understanding of the geographic individuality of each of the major countries of South America.

**466. Historical Geography of the United States**—5 hours. Geography of the major regions of the United States in past times. A study of successive stages in land occupancy. Prerequisite: entrance credit or college credit in American history.

**468. Conservation of Natural Resources**—5 hours. Natural resources of the United States and their exploitation. Current problems relating to their conservation.

**470. Geography of Europe**—5 hours. Regional study of the continent of Europe. Analysis of the geographic individualities of the major countries.



**472. Commercial and Industrial Geography**—5 hours. Commodities of international trade; trade routes of the world; ocean transportation.

**474. Dynamic Geology**—2 hours. Agencies at work in producing land forms; rocks and rock structures; diastrophism and volcanism.

**475. Historical Geology**—3 hours. Origin of the earth; its history and development of life.

**488. Units in Geography**—3 hours. Organization of geographic units for elementary and secondary schools, types of learning activities, techniques of testing.

**493. The Teaching of Geography**—2 hours. Credit also as a course in education for a student whose major is earth science. Selection and organization of geographic materials for presentation in grades four to nine inclusive. Prerequisite: 5 hours of college work in geography and Education 460, or 5 hours of geography and 15 hours in kindergarten-primary education or elementary education.

## 5. Agriculture

**80. Forage Crops**—5 hours. Important forage crops of Iowa and their production. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Science 15.

**82. Grain Crops**—5 hours. Important grain crops of Iowa and their production. Recitations, 3 periods a week; laboratory work, 4 periods a week. Prerequisite: Science 15.

**155. Rural Institutions**—5 hours. The rise and development of some of the most influential rural institutions with emphasis on their economic and social implications. The problems and attitudes of rural communities.

**180. Soils**—3 hours. Management of soils for maximum production. Recitations, 2 periods a week; laboratory work, 2 periods a week.

**182. Horticulture**—2 hours. Management of orchard, bush, and small fruits. Harvesting and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week.

**380. Dairy Cattle**—3 hours. Types and breeds. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week.

**382. Beef Cattle and Sheep**—3 hours. Types, breeds, grades. Judging and marketing. Recitations, 2 periods a week; laboratory work, 2 periods a week.

**384. Horses**—2 hours. Types, breeds, classes, grades. Judging. Recitation, 1 period a week; laboratory work, 2 periods a week.

**386. Swine**—2 hours. Types, breeds, market classes, grades. Judging and marketing. Recitation, 1 period a week; laboratory work, 2 periods a week.

**480. Soil Fertility**—2 hours.

**484. Farm Poultry**—2 hours. Breeds and varieties. Management. Recitation, 1 period a week; laboratory work, 2 periods a week.

**485. Feeds and Feeding**—3 hours. Balanced rations. Methods of feeding farm animals.

**486. Principles of Breeding**—2 hours. Laws of breeding and care of breeding stock.

**487. Farm Management**—3 hours.

**488. Marketing Agricultural Products**—3 hours. Grain, live stock, and produce marketing, with emphasis upon cooperative methods.

**489. Organization and Administration of General Agriculture**—3 hours. The course of study for the various grades; securing and organizing materials; equipment of the laboratory and library.

**494. Methods in Agriculture**—2 hours. Prerequisite: 10 hours of agriculture and Education 460.

## Social Science

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M. R. Thompson, Ph.D., Professor of Economics and Head of the Department

Carl H. Erbe, Ph.D., Professor of Government

George C. Robinson, Ph.D., Professor of Government

Ralph R. Fahrney, Ph.D., Associate Professor of History

Mary B. Hunter, M.A., Associate Professor of Economics

Leland L. Sage, Ph.D., Associate Professor of History

Fred W. Wellborn, Ph.D., Associate Professor of History

A major in social science must include 10 hours of history (courses 303 and 304 recommended); 10 hours in economics (course 152 required); 5 hours in sociology (course 358 recommended); 10 hours in government (course 132 required); Social Science 490; and 20 hours of additional credit in social science. No one of the required minors may be in the field of social science. However, it is recommended that a minor in history be declared and completed by all students pursuing this major who intend to teach the social studies.

A major in history must include History 14, 303, and 304; Social Science 490; Government 132; Economics 152, and the following additional work: 18 hours of elective work in history which should be distributed over the several fields of history, including History 410 and 416; 5 hours of elective work in government; and 5 hours of electives in economics and sociology (Sociology 358 recommended). No one of the required minors shall be in the field of social science.

Foreign language is recommended for students majoring in history or social science who are not familiar with at least one foreign language and especially for students who plan to do graduate work.

A minor in history consists of 23 hours, of which 20 hours should be chosen from History 13 or 14, 104, 112, 303, 304, and 402.

A minor in government consists of at least 20 hours of work in government.

A minor in economics and sociology consists of at least 20 hours of work in economics and sociology.



## General Courses in Social Science

10. **\*Contemporary Affairs A**—1 hour.

400. **\*Contemporary Affairs B**—1 hour.

490. **The Teaching of the Social Sciences**—2 hours. Credit also as a course in education for a student whose major is history or social science. Prerequisite: 15 hours of social science and Education 460.

520. **Independent Study.** See page 51 for conditions applying to credit for independent study.

### 1. History

13. **European Backgrounds of American Civilization**—5 hours.

14. **American History to 1865**—5 hours. Foreign relations, westward expansion, development of democracy, growth of nationalism, and sectional controversies.

102. **English History to 1688**—5 hours.

104. **English History since 1688**—5 hours.

112. **Modern Europe to 1870**—5 hours.

301. **Medieval Civilization**—5 hours.

303. **Modern Europe since 1870**—5 hours. No credit for a student who has credit in European History since 1815 or European History since 1914.

304. **American History since 1865**—5 hours. Reconstruction, the rise of big business, financial adjustments, the reform movements, and the emergence of the United States as a world power.

306. **American Colonial History**—5 hours. Founding of the American colonies; evolution of economic, social, and governmental institutions; various phases of the independence movement.

401. **History of Iowa**—2 hours.

402. **Greek and Roman Civilization**—5 hours. Contributions of Greek and Roman civilization to human progress.

407. **Economic and Social History of Europe**—5 hours. The transition from feudalism; the new industrialism; the ascendancy of British enterprise; trade rivalry among the powers; the economic aspects of the World War and the post-war period.

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\*Courses 10 and 400 may be repeated for credit toward graduation.

**408. The British Empire**—5 hours. An intensive study of British possessions throughout the world since 1815.

**410. The Far East**—3 hours. Brief course including recent history of China, Japan, and India.

**411. American Constitutional History**—5 hours. The development of the Constitution of the United States from its adoption to the present time. Prerequisite: Government 132 or 133 or a course in American history.

**412. Diplomatic History of the United States**—5 hours. American foreign relations with emphasis upon the Monroe Doctrine, rights of neutrals, territorial expansion, and peaceful solutions of disputes. Prerequisite: 5 hours of American history.

**414. History of the West**—5 hours. The westward moving frontier and its influence upon American history. Prerequisite: 5 hours of American history.

**416. Latin-American History**—5 hours. The development of the Latin-American States and their relations to the United States.

## 2. Government

**132, 133. American Government**—5 or \*3 hours. The republican form of government and the constitution of Iowa and of the nation. The organization and actual workings of the American government in all of its branches.

**134. Parliamentary Law**—1 hour.

**332. Principles of Political Science**—5 hours. Nature, origin, and sovereignty of the state; relation of a state to other states; separation of the powers of the state, authority of the state over the individual. Offered 1943-44 and alternate years.

**336. Constitutional Law**—5 hours. The Constitution of the United States as fundamental law with emphasis upon the provisions that have been interpreted by the supreme court. Prerequisite: Government 132 or 133. Offered 1943-44 and alternate years.

**340. Political Parties**—3 hours. Origin, organization, and operation of political parties in the United States. Offered 1944-45 and alternate years.

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\*Course 133 is a three-hour course which is credit only on the one-year and two-year curricula, and for students whose major is in the Department of Education. Course 132 is a five-hour course for all other students.

**342. Modern European Governments**—5 hours. Comparative study of the organization and administration of the governments of England, France, Germany, Switzerland, Italy, and certain newer European states.

**432. State and Local Government**—5 hours. State, county, township and village government in the United States. Offered 1943-44 and alternate years.

**434. Municipal Government**—5 hours. Structure and functions of city government. Relation of the city to the state.

**436. National Government and Administration**—3 hours. Intensive study of the legislative, executive, and judicial powers and procedures of the national government. Prerequisite: Government 132 or 133. Offered 1944-45 and alternate years.

**438. World Government and Politics**—5 hours. International relations of independent states; arbitration, alliances, conferences, and congresses; the balance of power, the Hague Court, and the League of Nations. Prerequisite: Government 132 or 133.

**442. School Laws of Iowa**—3 hours. Legal rights, powers, duties, and responsibilities of school corporations, school boards, school officers, superintendents, teachers, parents, and pupils.

### 3. Economics and Sociology

#### Economics

**152. Principles of Economics I**—5 hours.

**153. Economic History of the United States**—5 hours.

**352. Principles of Economics II**—5 hours. Application to current problems. Prerequisite: Economics 152.

**354. Money and Banking**—5 hours. Functions of money and banks; relation of credit and debt to prices.

**356. Labor Problems**—3 hours. Labor organizations; wage levels, hours of work, unemployment, women in industry; methods of settling industrial disputes; labor legislation; industrial democracy.

**452. Insurance**—2 hours. Property and life insurance.

**454. Corporation Finance and Investments**—5 hours. Financing of business enterprises; corporate and individual investments, failures and reorganizations.



**456. Public Finance**—5 hours. Expenditures, sources, and administration of public funds.

**458. Business Cycles**—3 hours. Trade movements. The stabilization of business.

**462. Transportation and Public Utilities**—5 hours. Problems of highway, water, rail, and air transportation and of public utilities; valuation, rates, service requirements, regulation.

**464. Industrial Combinations**—3 hours. Types of organization; production on a large scale; legislation.

**466. Foreign Trade Problems**—3 hours. International trade; foreign exchange; trade policies and tariffs; international debts. Prerequisite: Economics 152. Offered 1944-45 and alternate years.

### **Sociology**

**358. Sociology**—5 hours. The principal social forces and institutions involved in the evolution of society. Methods of social control.

**360. Social Problems**—2 hours.

**468. The Family**—3 hours. Origin, development, and problems of the modern family and marriage.

**470. Population**—3 hours. Composition of population; theories of population; improvement of racial quality; growth of population and its bearing upon wages and standards of living; rural population.

**472. Crime and Poverty**—5 hours. Causes, relief, and elimination of poverty; nature, causes, and prevention of crime; treatment of the criminal.

# Teaching

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Guy W. Wagner, Ph.D., Associate Professor of Teaching and  
Director of Student Teaching

Elmer L. Ritter, Ph.D., Professor of Teaching

Cyril L. Jackson, M.A., Associate Professor of Teaching

Marna Peterson, M.A., Associate Professor of Teaching

E. Grace Rait, M.A., Associate Professor of Teaching

Mary C. Anderson, M.A., Assistant Professor of Teaching

Mary P. Caldwell, M.A., Assistant Professor of Teaching

Margaret Divelbess, M.A., Assistant Professor of Teaching

Rose L. Hanson, M.A., Assistant Professor of Teaching

Dora E. Kearney, M.A., Assistant Professor of Teaching

Dorothy May Koehring, Ph.D., Assistant Professor of Teaching

Olive Paine, Ph.D., Assistant Professor of Teaching

Annabelle Pollock, M.A., Assistant Professor of Teaching

Nathaniel O. Schneider, Ed.D., Assistant Professor of Teaching

Minnie E. Starr, M.S., Assistant Professor of Teaching

Myrtle M. Stone, Ed.D., Assistant Professor of Teaching

Marguirette May Struble, Ph.D., Assistant Professor of Teaching

Eulalie Turner, M.A., Assistant Professor of Teaching

Alta L. Wilmarth, M.A., Assistant Professor of Teaching

Verna J. Adney, M.A., Instructor in Teaching

Lucile E. Anderson, M.A., Instructor in Teaching

Alice Bakken, M.A., Instructor in Teaching

\*John Bliese, M.A., Instructor in Teaching

Esther Boehlje, M.A., Instructor in Teaching

M. Elisebeth Brugger, M.A., Instructor in Teaching

\*Ethel M. Fitzsimons, M.A., Instructor in Teaching

Zelwyn Graham, M.A., Instructor in Teaching

Agnes Gullickson, M.A., Instructor in Teaching

Bernice Helff, M.A., Instructor in Teaching

Selma B. Hill, M.A., Instructor in Teaching

Marie Hjelle, M.A., Instructor in Teaching

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\*On leave

Marguerite R. Hyde, M.A., Instructor in Teaching  
Edná Mantor, M.A., Instructor in Teaching  
Marjorie Mantor, M.A., Instructor in Teaching  
Eleonore Martin, M.A., Instructor in Teaching  
Ruth J. Michaelson, M.A., Instructor in Teaching  
Mathilda Katherine Newman, M.Ph., Instructor in Teaching  
Emma Opfer, M.A., Instructor in Teaching  
Erma Belle Plaehn, Ph.D., Instructor in Teaching  
Joseph William Rhodes, M.Ph., Instructor in Teaching  
\*Mae E. Ruppel, M.A., Instructor in Teaching  
\*Selma Schumann, M.A., Instructor in Teaching  
Ernestine L. Smith, M.S., Instructor in Teaching  
C. Taylor Whittier, M.A., Instructor in Teaching

Credit used in meeting the requirement in teaching on any curriculum must be earned in courses offered by the Department of Teaching at this institution.

In all work in teaching, students take charge of classes in the Campus School or in affiliated schools, outline units of work, meet the critics for conferences, prepare comprehensive reports on the phases of teaching undertaken during the quarter, and perform such other duties as may be assigned.

A student who has completed a two-year curriculum and has earned only 10 hours of credit in teaching must earn 6 hours of additional credit in teaching in the senior year unless released from this requirement by the Director of Student Teaching. If the major is elementary education, kindergarten-primary education, or nursery school-kindergarten education, the requirement is 5 hours of additional credit.

The scholarship average required before a student is permitted to register for teaching is the same as that required for graduation. (See page 53.) A student must make application for teaching at least one quarter in advance of the time when the work in teaching is to be taken.

**01. Directed Observation of Intermediate Grade Work—**  
Credit required on the curriculum for teachers in grades above the primary. Observation and discussion of illustrative lessons. Lectures. Selection and planning of units of work. Prerequisite: Psychology 15. Three periods a week.

**02. Directed Observation of Kindergarten-Primary Work—**  
Credit required on the curriculum for teachers in kindergarten—

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\*On leave



primary grades and for a student whose major is nursery school-kindergarten education or kindergarten-primary education. Selection and planning of units of work. Observation and discussion of illustrative lessons. Prerequisite: Psychology 15. Three periods a week.

**5. Rural Observation and Participation—2 hours.** Credit only on the curriculum for teachers in rural schools. Observation of illustrative lessons with discussion and plan writing. Three periods on each of two afternoons a week.

105, 305. **\*Rural School Teaching.** Prerequisite: Teaching 5. Teaching in a rural school under the direction of a senior teacher.

302, 402. **\*Nursery School Teaching.** Prerequisite: Teaching 02, Industrial Arts 21, and 10 hours of psychology and education. The equivalent of five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

304, 404. **\*Kindergarten-Primary Teaching.** Prerequisite: Teaching 02 or 5 and 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

306, 406. **\*Intermediate Grade Teaching.** Prerequisite: Teaching 01 or 5 and 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 5 hours of credit.

400. **\*High School Observation and Participation—2 hours.** Prerequisite: Psychology 315. Four periods a week.

408. **\*High School Teaching.** Prerequisite: Teaching 400 and 10 hours of psychology and education. Five periods of classroom work and two periods of conference a week are required for each 6 hours of credit.

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\*Not more than a total of 15 hours of credit in all courses 105 to 408 inclusive may be used in meeting the requirements for graduation on any curriculum.

# Extension Service

## Extension Service For 1943-44

The extension service includes consultative service, correspondence work, and extension class work.

### Consultative Service

The services of the members of the extension staff are available to teachers, administrators, and boards of education for the improvement of instruction and administration in the public schools of Iowa.

### Extension Credit Work

Extension credit may be earned by correspondence work or by extension class work.

### Fees

The fee for extension credit work is \$4 a quarter hour payable in advance. A matriculation fee of \$5 is charged for first enrollment whether for residence or extension credit work.

### Refunds

The entire correspondence fee may be refunded if the application is rejected. No refund may be made after three months from the date of registration. Refunds may be made only in case of personal illness certified to by a physician, or registration for the same course in residence. In any case except that of rejection of the application, the refund shall not exceed four-fifths of the fees paid, less \$1 for each lesson submitted by the student. When a matriculation fee has been paid in connection with registration for correspondence work, no part of the matriculation fee may be refunded unless the application is rejected.

### General Regulations

No student who is registered for residence work in this institution or for credit work of any kind in any other institution may be registered for extension credit work.

No student may earn more than 15 quarter hours of credit by extension work in any one calendar year. No student may earn more than 5 quarter hours of credit by extension work in any one period of ten weeks.

A five-hour course may not be completed by extension work in less than ten weeks, a three-hour course in less than six weeks, or a two-hour course in less than four weeks.

Not more than one-fourth of the credit required for the completion of any curriculum may be earned by other than residence work.

The regulations pertaining to marks and credits are the same for extension work as for work in residence.

## Correspondence Work

To be registered for correspondence work an applicant must have met all requirements for college entrance and must have earned in addition at least one full year of college credit, except that with the permission of the Dean of the Faculty mature and experienced teachers may register for correspondence work without a full year of college credit.

If an applicant has earned college credit in any other institution or institutions, a transcript or transcripts of such credits, together with a transcript of his high school credits, must be filed before his application can be approved.

To be registered for correspondence work an applicant must have earned an average of two times as many grade points as hours of credit at this institution or must have maintained as high scholarship standing at another institution.

At least two written lessons for each quarter hour of credit work are required of a student registered for correspondence work.

No credit may be received for correspondence work unless the student has satisfactorily passed a written examination on the course.

Partial credit earned in residence in any course may not be completed by correspondence work.

A correspondence course must be completed within twelve months from the date of registration. If, however, a student who is registered for correspondence work registers for residence work within one year from the date of registration for his correspondence work and before the completion of that work, he is entitled to continue correspondence work at the close of his residence work until the entire time of his correspondence work, exclusive of time spent in residence work, amounts to twelve months.

After a student has registered for correspondence work, all communications between the instructor and the student concerning the work must pass through the hands of the Director of the Bureau of Extension Service.

Correspondence students must purchase their own textbooks.



## Courses Approved For Correspondence Work

For the content and prerequisites of these courses, see the departmental statements of courses of instruction.

Credits in the Iowa State Teachers College are measured in quarter hours rather than semester hours—three quarter hours are equivalent to two semester hours.

### Commercial Education

	Hours
40: Introduction to Business.....	5
354: Commercial Law I.....	5
361: Accounting II.....	5
405: Accounting IV.....	5
452: Secretarial Training II.....	2
453: Retail Merchandising.....	3
454: Salesmanship.....	2
494: The Teaching of Typewriting.....	1
495: The Teaching of Shorthand.....	2
496: The Teaching of Bookkeeping.....	2

### Education

Psychology	Hours
15: Educational Psychology A.....	5
315: Educational Psychology B.....	5
415: Child Psychology.....	3
416: Psychology of Adolescence.....	3
420: Social Psychology.....	5

#### Education

38: The Teaching of Social Studies in the Elementary School....	2
425: Statistical Methods in Education.....	2
436: Reading and Language in the Elementary School.....	5
455: Educational Tests for the Elementary School.....	2
468: The Junior High School.....	3
475: School Administration.....	5
488: History of Education.....	5

### English

	Hours
100: English II.....	5
330: The Contemporary Novel.....	5
400: Advanced Story Writing.....	5
435: The English Novel to 1900.....	5
443: American Literature, 1865 to the Present.....	5
445: American Literature, 1620-1865.....	5
460: History of the English Language.....	5

### Home Economics

	Hours
60: Nutrition of Children.....	3
463: Personal and Social Relationships.....	3

## Languages

	Hours
<b>French</b>	
301: Modern French Prose.....	3
302: Short French Plays.....	2
<b>German</b>	
301: Recent German Prose.....	5
303: Schiller's Dramas.....	5
<b>Latin</b>	
104: Cicero's Orations I.....	5
108: Virgil II.....	5
<b>Spanish</b>	
301: Spanish Prose.....	3
302: Spanish Short Stories.....	2

## Mathematics

	Hours
10: Principles of Elementary Mathematics.....	5
407: History of Mathematics.....	3

## Music

	Hours
308: Harmony I.....	3
317: Harmony II.....	3
318: Harmony III.....	3
403: Counterpoint I.....	2
404: Counterpoint II.....	2
405: Counterpoint III.....	2
435: Music History and Form I.....	2
436: Music History and Form II.....	2

## Science

	Hours
<b>Biological Science</b>	
12: Health Education A.....	3
<b>Agriculture</b>	
485: Feeds and Feeding.....	3
486: Principles of Breeding.....	2
487: Farm Management.....	3
488: Marketing Agricultural Products.....	3

## Social Science

	Hours
<b>Social Science</b>	
490: The Teaching of the Social Sciences.....	2
<b>History</b>	
14: American History to 1865.....	5
112: Modern Europe to 1870.....	5
303: Modern Europe since 1870.....	5
304: American History since 1865.....	5
401: History of Iowa.....	2
410: The Far East.....	3
412: Diplomatic History of the United States.....	5
416: Latin-American History.....	5

Government	Hours
132: American Government.....	5
133: American Government.....	3
432: State and Local Government.....	5
442: School Laws of Iowa.....	3
<b>Economics and Sociology</b>	
152: Principles of Economics I.....	5
356: Labor Problems.....	3
358: Sociology .....	5
468: The Family.....	3
470: Population .....	3
472: Crime and Poverty.....	5

## Extension Class Work

Extension classes may be organized either on the campus or elsewhere in the state for teachers in service whenever a sufficient number of persons properly qualified to take an extension course indicate their desire to register for the course.

The conditions for admission to extension class work are the same as for admission to residence work except that any student may be admitted to an extension class for work without credit.

For each quarter hour of credit work, an extension class receives not less than ten clock hours of actual class instruction. No extension class receives more than five hours of class instruction a week.

Persons wishing to take extension class work either on the campus or elsewhere in the state should communicate with the Director of the Bureau of Extension Service.



# Special Correspondence Work for the Renewal or Reinstatement of Teachers Certificates

Persons who are or have been the holders of Iowa teachers certificates, who have earned less than one year of standard college credit, and who desire to enroll for correspondence work in order to earn credit for the renewal or reinstatement of such certificates are eligible to register for any of the following courses except that students who have had previous college work may not take work by correspondence unless they have at least a "C" average for all college work taken.

A student who has never been enrolled in the Iowa State Teachers College is required to file with the Registrar a transcript of his high school credits together with a transcript of any college credit earned in any other institution or institutions before his application for enrollment for correspondence work can be approved.

Credits in the Iowa State Teachers College are measured in quarter hours rather than semester hours—three quarter hours are equivalent to two semester hours.

## Education

Psychology	Hours
15: Educational Psychology A.....	5
Required on curricula for kindergarten-primary teachers and for teachers in grades above the primary.	
<b>Education</b>	
10: Introduction to Elementary Education.....	5
Required on curricula for kindergarten-primary teachers and for teachers in grades above the primary.	
25: Reading and Mathematics for Primary Grades.....	5
Required on kindergarten-primary curriculum.	
30: Language and Literature for Kindergarten-Primary Grades..	3
Required on kindergarten-primary curriculum.	
35: Elementary School Methods.....	3
Required on the rural curriculum.	
36: The Teaching of Reading and Spelling.....	5
Required on the curriculum for teachers in grades above the primary.	
38: The Teaching of Social Studies in the Elementary School.....	3
Credit for two hours on the curriculum for teachers in grades above the primary.	
45: Elementary School Management.....	3
Required on the curriculum for teachers in grades above the primary.	

## Home Economics

Hours

- 60: Nutrition of Children..... 3  
Required on the kindergarten-primary curriculum.

## Mathematics

Hours

- 10: Principles of Elementary Mathematics..... 5  
Required on the rural curriculum and on the curriculum  
for teachers in grades above the primary.

## Science

Hours

**Biological Science**

- 12: Health Education A ..... 3  
Required on the curricula for kindergarten-primary  
teachers and for teachers in grades above the primary.

## Social Science

Hours

**History**

- 14: American History to 1865..... 5  
Required for major in history. Elective on four-year  
curricula.

**Government**

- 133: American Government..... 3  
Required on one-year and two-year curricula.

# Graduates 1941-42

A list of graduates from November, 1941, to August, 1942

## Four-Year Curricula

### DEGREE CURRICULUM ORGANIZED FOR MAJOR SUBJECTS

Major and minor lines of work are indicated

#### The Degree of Bachelor of Arts

##### November, 1941

Blough, Bettie B.—Commercial Education—English, History, French .....	Waterloo
Burley, Betty L.—Home Economics—Commercial Education, English .....	Tama
Cline, Ethel Irene—Elementary Education—Biological and Physical Science, Earth Science, History .....	West Union
Deeny, Mabel Loretta—Elementary Education—Earth Science, History, English .....	Waukon
Moklebust, Constance Lucille—School Music (Instrumental- Piano)—History, English .....	Thor
Sedgwick, Martha Marian—Kindergarten-Primary Education —History, English, Biological and Physical Science....	Hawarden
Sexton, Eileen—Kindergarten-Primary Education—English, Biological and Physical Science, Art.....	Decorah

##### March, 1942

Carlson, Wright—Social Science—English, Earth Science....	Coon Rapids
Carmichael, Carl Denson Carden—School Music (Vocal)— Industrial Arts, English.....	Pueblo, Colorado
Dirks, Muriel Carlynn—Physical Education (Women)— English, Mathematics, Economics and Sociology.....	Decorah
Elwood, Richard James—English—Speech, French.....	Volga
Ford, Helen Lucille—Physical Education (Women)—History, Speech .....	Storm Lake
Hascall, Paul I.—Industrial Arts—Physics, English.....	Davis City
Kaplan, Jerome—Mathematics—Biological Science, Physics, Industrial Arts.....	Waterloo
Mayer, Jack H.—Social Science—Commercial Education, Physical Education (Men).....	Hawarden
*Meyer, Josephine Frances—Kindergarten-Primary Education —English, History, Biological and Physical Science....	Monticello
Peterson, Dennis Henry—School Music (Instrumental-Cornet) —Commercial Education, Mathematics.....	Odebolt
Rathe, Roland S.—Commercial Education—Mathematics, History .....	Waverly
Selby, Carl William—History—Biological Science, Physical Education (Men).....	Bronson

\*Graduated with honors.

\*\*Graduated with high honors.

\*\*\*Graduated with highest honors.



Smith, Dorothy W.—Social Science—Physical Education (Women), English.....	St. Cloud, Minnesota
Stewart, Raymond F.—Commercial Education—English, Mathematics .....	Lamont
Vaughan, James M.—Biological Science—History, Earth Science .....	Hudson

## June, 1942

Ackerman, Alfred Arthur—Biological Science—History, Agri- culture .....	Pecatonica, Illinois
Armstrong, Marjorie J.—Commercial Education—English, History .....	Fort Dodge
Aschenbrenner, Ralph—Mathematics—Biological Science, Physics, Chemistry .....	Dysart
Barker, Zola Gae—Kindergarten-Primary Education—Music, English, Biological and Physical Science.....	Manly
Barrigar, John Alva—Science (Physics)—Industrial Arts, History .....	Cedar Falls
Barrow, R. Helen—English and Speech—French.....	Elkhart
Baughman, Avonelle—Commercial Education—History, English, Economics and Sociology.....	Cedar Falls
Baumgartner, Rachel Lois—Art—Home Economics, English.....	Cedar Falls
Beck, Foy Hazel—Elementary Education—Earth Science, English, Biological and Physical Science.....	Fort Dodge
Bergum, Shirley—English and Speech—Economics and Soci- ology .....	Cedar Falls
*Betz, Fern Elizabeth—Home Economics—Commercial Edu- cation, English.....	Maynard
Bidne, Iver L.—Industrial Arts—Agriculture, Mathematics, Physics .....	Cedar Falls
Blunt, Faith A.—Commercial Education—English, History, Speech .....	Charles City
Bock, Loraine Andersen—School Music (Piano)—English, French .....	Dike
Boevers, Charles E.—Commercial Education—Mathematics, Agriculture .....	West Bend
Boltz, Sylvia M.—Physical Education (Women) and Commer- cial Education—Biological Science, English.....	Lansing
Bradford, Russell L.—Physical Education (Men)—Biological Science, Agriculture, Industrial Arts.....	Mitchell, Nebraska
Bragonier, Frances Margaret—Kindergarten-Primary Educa- tion—Art, Biological and Physical Science, English.....	Cedar Falls
Bro, Harold Edwin—Social Science—Industrial Arts, Speech, History .....	Kimballton
Broer, Miriam E.—Home Economics—Biological Science, Chemistry .....	New Providence
Carlson, Rachel E.—Kindergarten-Primary Education—English, Earth Science, History.....	Camanche
Case, Mary E.—Physical Education (Women)—Home Eco- nomics, Biological Science.....	Milford
Chatterton, Fred Harry—Science (Chemistry)—Mathematics, Commercial Education.....	Cedar Falls
*Dahlgren, E. Lucille—Kindergarten-Primary Education— Biological and Physical Science, History, English.....	Cherokee
Dawson, Margaret L.—Commercial Education—Physical Edu- cation (Women), Biological Science.....	Gilmore City
Day, Ruth Ione—Elementary Education—English, History, Biological and Physical Science.....	Fort Dodge

- Dick, Marian F.—School Music (Piano)—English, German ..... Spencer, South Dakota
- Dickinson, Marian Phyllis—Home Economics—English, Chemistry ..... Mason City
- Downie, Janann—Physical Education (Women)—Speech, English ..... Decorah
- Duty, Ruth Elsie—Home Economics—English, Commercial Education, Chemistry ..... Lansing
- Dycus, Catherine—School Music (Vocal)—English, History ..... Hammond, Indiana
- \*\*\*Ebel, August A.—Science (Physics)—Mathematics, Industrial Arts ..... Waterloo
- Eggland, Ida S.—Commercial Education—Mathematics, Speech ..... Roland
- Evans, Edith Elizabeth—Home Economics—Commercial Education, Chemistry ..... Lime Springs
- Evans, Esther B.—Home Economics—Commercial Education, English, Chemistry ..... Lime Springs
- Fairbrother, Mamie—Kindergarten-Primary Education—English, Biological and Physical Science, Earth Science ..... Hawarden
- Fallon, Marguerite—Kindergarten-Primary Education—Biological and Physical Science, English, Art ..... Waverly
- \*Faris, Josephine—Nursery School-Kindergarten Education—English, History, Biological and Physical Science ..... Cedar Falls
- Farr, Helen Lorraine—Commercial Education—English History ..... Maquoketa
- Filer, William Glenn—School Music (Voice)—French, English ..... Marshalltown
- Flann, Thelma Harriet—Commercial Education—Economics and Sociology, History ..... Virginia, Minnesota
- Fleming, Rosemary—Social Science—English, Earth Science, History ..... Cedar Falls
- Flemmig, Mary Lois—Home Economics—English, Speech ..... Renwick
- \*Fockler, Irene—English—Speech, History, French ..... Syracuse, New York
- Garrick, Evelyn A.—Elementary Education—Earth Science, History, English ..... Waterloo
- Gebert, Jean Frances—Kindergarten-Primary Education—History, English, Biological and Physical Science ..... Boone
- Goodrich, Gladys Grace—Kindergarten-Primary Education—Mathematics, History, Biological and Physical Science ..... Fort Dodge
- Gordon, Ruth Winnemore—Elementary Education—English, Biological and Physical Science, Earth Science ..... Lake City
- Habhab, Mary—Home Economics—English, French, Biological Science ..... Fort Dodge
- Halvorson, Alvira M.—Home Economics—School Music (Vocal-High School), English ..... Ledyard
- Harries, Kathryn Ann—Commercial Education—History, English, Economics and Sociology ..... Sutherland
- Henderson, Esther Yvonne—Physical Education (Women)—English, History, Biological Science ..... Belknap
- Henry Mildred Grace—Physical Education (Women)—Biological Science, History ..... Traer
- Hermann, George William—Physical Education (Men)—Biological Science, History, Agriculture ..... Waterloo
- Hess, Pauline Amy—Commercial Education—Home Economics, Spanish, German ..... Charles City
- Hilbert, Malinda Helen Mae—Commercial Education—Mathematics, Economics and Sociology, Biological Science ..... Delmar
- Hilton, Lewis B.—School Music (Instrumental-Clarinet)—English, French ..... Cedar Falls



- Holroyd, Margaret Ann—English—Speech, History.....Albion
- Honsbruch, Merlyn H.—Physical Education (Men)—Mathematics, History, Industrial Arts.....Aurelia
- Hughes, Margaret—Kindergarten-Primary Education—History, English, Biological and Physical Science.....Clear Lake
- Hunt, Robert Ryden—Physical Education (Men) and Science (Biology)—Mathematics .....Marshalltown
- Hutchcroft, Jean—Nursery School-Kindergarten Education—Biological and Physical Science, English, Art.....Mediapolis
- Hutchens, Warren H.—Commercial Education—Mathematics, History, Economics and Sociology.....New Providence
- Jochumsen, William Thomas—School Music (Instrumental-French Horn)—Mathematics, Physics.....Cedar Falls
- Johannes, Mary Clare—History—Biological Science, Commercial Education.....Ashton
- \*\*\*Kaplan, Esther Toby—Social Science—English, History, French .....Waterloo
- Kelsen, Genevieve Rosella—Home Economics—English, Chemistry, Commercial Education.....Dike
- Kendle, Ray Melvin—Commercial Education—English, History .....Sioux Falls, South Dakota
- \*Keyes, Robert—Physical Education (Men) and Mathematics—Biological Science, Physics.....Oak Park, Illinois
- Kjarsgaard, Hazel—Commercial Education—English, History....Newell
- Kolb, Elinore Gertrude—Elementary Education—English, Biological and Physical Science, Mathematics.....Walnut
- Kurtz, Glenn Robert—Mathematics—Physical Education (Men), Physics, Biological Science.....Eldora
- Kwolek, Stephen Stanley—Industrial Arts—History, Agriculture .....Cedar Falls
- Lansing, John Joseph—Social Science—Physical Education (Men), Industrial Arts.....Exeter, Pennsylvania
- Larsen, Marie C.—English—Speech, History.....Newell
- Lattin, Richard Thomas—Social Science—Biological Science, Mathematics .....Dakota City
- Laury, Mary Ellen—English—Speech, Spanish.....Grandview, Missouri
- Lederman, Miriam D.—Social Science—Commercial Education, Art.....Waterloo
- Levsen, Helen—Kindergarten-Primary Education—Music, History, Biological and Physical Science.....Wyoming
- LoBalbo, Alfred A.—Physical Education (Men)—History, Biological Science.....New York City
- Loban, Jane Elizabeth—Art—Earth Science, Home Economics.Waterloo
- Lomen, Allan Edward—Commercial Education—History, School Music (Vocal-High School).....Rolfe
- Lown, Jack Allen—Industrial Arts—Physics, Mathematics...Waterloo
- McCutcheon, Wilda—Commercial Education—English, Speech, Economics and Sociology.....Goldfield
- McInay, Ruth Marie—Social Science—English, Speech.....Osage
- Mead, Bertha—Home Economics—Biological Science, History..Hampton
- Meyer, Doris D.—Physical Education (Women)—Mathematics, Biological Science, English.....Lake Park
- Meyer, Gladys Eileen—Home Economics—English, Commercial Education, Chemistry.....Wellsburg
- Michaelson, Beryl Frances—Mathematics—Biological Science, Commercial Education.....Humboldt
- Miller, Ruth Lorraine—English and Speech—History.....Independence
- Missildine, Myrna Hazel—Social Science—English, Commercial Education, History.....Dumont



- \*Moodie, John Rockwell—Social Science—English, German... Waverly  
 Mueller, Everett H.—Physical Education (Men)—Industrial  
 Arts, Agriculture.....Granville  
 Myers, Evelyn May—Commercial Education—English, Speech.Janesville  
 Nelson, Donald Le Roy—Commercial Education—English,  
 Speech .....Rolfe  
 \*\*Nelson, Howard—Social Science—English, Earth Science,  
 Biological Science.....Gowrie  
 Nelson, Woodrow I.—Elementary Education—Biological and  
 Physical Science, English, Physical Education and  
 Health .....Storm Lake  
 Newcomer, Hildred—Kindergarten-Primary Education—Music,  
 History, Art.....Grinnell  
 \*Niedringhaus, Kurt Helmut—Commercial Education—History,  
 Economics and Sociology.....Sheffield  
 Norris, Kathleen Fay—School Music (Voice)—English,  
 History .....Waterloo  
 Norris, Pauline May—English—Commercial Education, Math-  
 ematics .....Waterloo  
 Nuss, Deane C.—Physical Education (Men)—Biological Science,  
 Industrial Arts, Agriculture.....Lena, Illinois  
 Olson, Robert E.—Industrial Arts—Mathematics, Agriculture...Odebolt  
 Peterson, Norma B.—Kindergarten-Primary Education—  
 English, Mathematics, Biological and Physical Science.Cedar Falls  
 Phillips, William Louis—Science (Biology) and English—  
 Mathematics .....Algona  
 Picht, Pearl Delores—Kindergarten-Primary Education—  
 English, Earth Science, History.....Nevada  
 Porteous, Robert W.—Commercial Education and Social  
 Science—English .....Manchester  
 Prichard, Janet Helen—School Music (Instrumental-Piano)—  
 French, English .....Storm Lake  
 Refshauge, Helendora—Home Economics—English, Speech..Cedar Falls  
 Riordan, Walter E.—Physical Education (Men)—History,  
 Agriculture .....Sioux City  
 Ritze, Frederick H.—Physical Education (Men)—English,  
 History, Speech.....Nora Springs  
 Ruppel, Mary Ann—Commercial Education—French, Eco-  
 nomics and Sociology.....Springfield, Illinois  
 Russell, Barbara Christine—School Music (Instrumental-  
 Piano)—English, German.....Nora Springs  
 Ryan, Mary C.—Kindergarten-Primary Education—History,  
 Biological and Physical Science, English.....Ryan  
 Sheldon, Carol Faith—School Music (Vocal)—English,  
 French .....Charles City  
 Short, Franklin Forrest—Commercial Education—History,  
 Economics and Sociology.....Rolfe  
 Smith, Mary Adelaide—Social Science—Home Economics,  
 English .....Manly  
 Smith, Mary Ann—School Music (Voice)—English, German.....Burt  
 Sorensen, Gordon Reinheart—Physical Education (Men)—  
 Biological Science, Mathematics, Physics.....Cedar Falls  
 Sparks, Eleanor Katherine—School Music (Instrumental-  
 Violin)—English, History.....Boone  
 Sprole, Mary Ellen—Commercial Education—English, Speech...Hudson  
 Starts, Jean D.—Kindergarten-Primary Education—English,  
 Art, History.....Avoca  
 Tatje, Annis—Social Science—English, Earth Science, Latin.Belle Plaine

- Taylor, Ann—Kindergarten-Primary Education—English, History, Biological and Physical Science.....Waukon
- Templeton, Donald F.—Social Science—French, English.....Waterloo
- Tetzner, Olive Adelle—Elementary Education—English, Biological and Physical Science, History.....Waterloo
- Theimer, Emma Marie—Kindergarten-Primary Education—Biological and Physical Science, English, Art.....Cedar Falls
- \*Thierman, Mary Jane—Social Science—English, Earth Science, History.....Cedar Falls
- Thompson, Elaine C.—Elementary Education—Mathematics, English, Biological and Physical Science, Earth Science.....Mason City
- Todd, Charles F.—Mathematics—Physics, Chemistry, Biological Science.....Cedar Falls
- Townsend, Miriam Margaret—Commercial Education—English, History, Economics and Sociology.....Gladbrook
- Turnbull, J. Gordon—Art—English, History.....Cedar Falls
- Tussing, Vera Cleone—Mathematics—Home Economics, English, History.....Clare
- \*Van Duyn, Mona Jane—English, Speech, and French..San Benito, Texas
- Van Roekel, Clara Lucille—Kindergarten-Primary Education—English, Earth Science, History.....Sioux Center
- Wack, Anna Mae—Physical Education (Women)—Biological Science, Mathematics, Earth Science.....Norway
- Wagner, Wilma Claire—Home Economics—History, Biological Science, Chemistry.....Mason City
- Wagoner, Helen C.—English—History, Speech.....Waverly
- Wheeler, Vivian Margaret—Commercial Education—English, History.....Dunkerton
- Wick, Roland E.—Commercial Education—History, Economics and Sociology.....Waterloo
- Widmer, Mary Catherine—School Music (Vocal)—English, Commercial Education.....Canton, Illinois
- Wilkins, Glenn W.—Commercial Education—Mathematics, History.....New Hampton
- \*Wilkinson, Dorothy E.—Social Science—English, Biological Science, History.....Buckingham
- \*Willis, Ruth Eleanor—Home Economics—History, Commercial Education, Chemistry.....Hawkeye
- Wulke, Lillian Louise—School Music (Vocal)—English, German.....Marshalltown
- Yeoman, Harold Roscoe—Biological Science—History, Industrial Arts.....Monticello

## August, 1942

- Adams, June R.—Commercial Education—History, English.....Indianapolis, Indiana
- Barry, Eleanor Celeste—Commercial Education—English, Economics and Sociology, History.....Belmond
- Bebb, Randall Robert—Elementary Education—English, Mathematics, History.....Conesville
- Berntsen, William Bernard—Applied Music (Piano)—English, Commercial Education.....Chicago, Illinois
- Blesie, Delores Mae—Kindergarten-Primary Education—Music, English, Biological and Physical Science.....Renwick
- Bolger, Dorothy N.—English—History, Speech.....Greenfield
- Brennan, Catherine Ann—Kindergarten-Primary Education—English, Biological and Physical Science, History.....Davenport



- Brenton, John A.—Elementary Education—Music, English, Art ..... Clarion
- Burckhard, Wendlen Paul—Physical Education (Men)—Industrial Arts, Agriculture ..... Cedar Falls
- Carey, Margaretta B.—Kindergarten-Primary Education—English, Biological and Physical Science, Art ..... Waverly
- Carlisle, Beulah Beryl—Kindergarten-Primary Education—Biological and Physical Science, Art, History ..... Whittemore
- Carrothers, Donald E.—Physical Education (Men)—Mathematics, Biological Science ..... Masonville
- Cheever, Helen I.—Commercial Education—Home Economics, Economics and Sociology ..... Waterloo
- Clifton, Lottie M.—Kindergarten-Primary Education—Art, English, Physical Education (Women) ..... Royal
- \*Coffin, Ruth—Elementary Education—History, Earth Science, English ..... Fairfield
- Coffman, Lois Darlene—Kindergarten-Primary Education—Earth Science, English, Art ..... Richland
- Cosand, Dale Wayne—School Music (Vocal)—French, English ..... Winterset
- \*Dawson, Beulah Ellen—Elementary Education—History, English, Earth Science ..... Gilmore City
- Delaplane, Lois—Physical Education (Women)—English, Biological Science ..... Mason City
- Drake, Carroll Darlene—Kindergarten-Primary Education—Mathematics, English, History ..... Exline
- Drossman, Florence McKee—Elementary Education—Biological and Physical Science, English, History ..... Center Point
- FitzSimons, Mabel A.—Elementary Education—English, Biological and Physical Science, History ..... Wheaton, Illinois
- Fleming, Edna May—Elementary Education—Earth Science, History, Biological and Physical Science ..... Garrison
- Furlong, Mary Margaret—Elementary Education—History, English, Biological and Physical Science ..... Parnell
- Geskin, Josephine Edith—Commercial Education—Mathematics, History ..... Ossian
- Gray, Robert Clinton—Industrial Arts—Physics, Mathematics ..... Fairfield
- Groff, Lloyd E.—Industrial Arts—Vocal Music, Agriculture ..... Lake Park
- Groteluschen, Ruth Dorothea—Elementary Education—Mathematics, English, History ..... Audubon
- Hanes, Mary Vivian—Elementary Education—English, Biological and Physical Science, History ..... Udell
- Harley, Vogel Schell—Kindergarten-Primary Education—Music, English, History ..... Cedar Rapids
- Higgins, Harlan Arthur—Mathematics and Commercial Education—Biological Science ..... Garrison
- Hill, Janet M.—Physical Education (Women)—History, Economics and Sociology, Biological Science ..... Fort Dodge
- Hillerson, Dorothy B.—Kindergarten-Primary Education—English, Art, History ..... Sioux Falls, South Dakota
- Hoffman, Jean—Physical Education (Women)—English, Biological Science ..... Walker
- \*Hull, Nina Elizabeth—Elementary Education—English, Earth Science, History ..... Keokuk
- \*Hultner, Esther Josephine—Social Science—English, School Music (Vocal-Elementary), School Music (Vocal-High School), History ..... Albia
- Jennings, Inez—History—English, Economics and Sociology ..... Rock Rapids



- Jones, Margaret H.—Elementary Education—English, Earth Science, History.....Lime Springs
- Kelleher, Eileen—Home Economics—History, English, French...Elkader
- Laipple, Marie Louise—School Music (Instrumental-Piano)—English.....Cedar Falls
- Lange, Lorraine Agnes—Elementary Education—English, History, Mathematics.....Northwood
- Leinbaugh, Edythe—Kindergarten-Primary Education—Art, History, Biological and Physical Science.....Clarence
- Logan, Mildred Downard—Elementary Education—English, Biological and Physical Science, History.....Marshalltown
- \*Lueders, Irene A. Nelson—Kindergarten-Primary Education—English, History, Earth Science.....Missouri Valley
- Lynch, Grace—Kindergarten-Primary Education—Biological and Physical Science, History, English.....Grinnell
- Lyon, Julia K.—English—Home Economics, History.....Denison
- Matsuda, Charlotte N.—Social Science—English, Speech.....Haiku, Maui, Hawaii
- McBride, Geraldine Frances—Kindergarten-Primary Education—English, Biological and Physical Science, History.....Missouri Valley
- McClure, Ruth—Elementary Education—Biological and Physical Science, Earth Science, English, History.....Lohrville
- McFadden, Loretta Lorraine—Elementary Education—English, Biological and Physical Science, Earth Science.....Muscatine
- McGrane, M. Yvonne—Kindergarten-Primary Education—English, Biological and Physical Science, History...Mason City
- McKillop, Evelyn Irma—Kindergarten-Primary Education—Biological and Physical Science, History, English.....Sioux Falls, South Dakota
- Mellem, Agnes—Elementary Education—Earth Science, English, Biological and Physical Science.....Northwood
- Messersmith, Wm. G.—Science (Chemistry)—Commercial Education, Economics and Sociology.....Waterloo
- Meyer, Marian—Elementary Education—English, History, Biological and Physical Science.....Burlington
- Miller, Jennie Helen—Elementary Education—Earth Science, English, Biological and Physical Science.....Norwalk
- Moore, Allie—Kindergarten-Primary Education—English, History, Biological and Physical Science.....Centerville
- Moorman, Etta Vaux—Elementary Education—History, Earth Science, Biological and Physical Science.....Burlington
- Morse, Gayle Roberta—Kindergarten-Primary Education—English, Art, Earth Science.....Bode
- Mulcay, G. Elizabeth—Kindergarten-Primary Education—English, Art, Biological and Physical Science.....Waterloo
- Olson, Grace Dolores—Speech—English, History.....Burnside
- \*Paine, Jean—Home Economics and English—History, Chemistry.....Cedar Falls
- Paule, Lorraine Cerena—Kindergarten-Primary Education—English, Biological and Physical Science, History.....Burlington
- Peelen, Myrtle Dorothy—Kindergarten-Primary Education—History, English, Biological and Physical Science.....Sheldon
- Person, Marjorie P.—Physical Education (Women)—Mathematics, Biological Science, English.....Cherokee
- Phippin, Arlene Melba—Kindergarten-Primary Education—English, Biological and Physical Science, Art.....Sioux City
- Pierson, Martha Harriett—Kindergarten-Primary Education—History, English, Mathematics.....Red Oak

- Powers, Victor I.—Science (Biology) and Social Science—Commercial Education.....Bristow
- Ramaker, Yette—English—Speech, Biological Science....Sioux Center
- \*Schleuter, Syrita Pearl—Elementary Education—English, Earth Science, Art.....Cresco
- Searles, Grace Anne—English—Speech, History.....Reinbeck
- Shaeffer, James A.—English and Speech—French, History..Cedar Falls
- Siepert, Marian Elizabeth—School Music (Vocal)—English, French .....Cedar Falls
- Sims, William Wallace—Physical Education (Men)—Commercial Education, History.....Hawthorne, California
- Smith, Dorothy Kay—Commercial Education—English, French .....Cedar Falls
- Smith, Gladys Evelyn—Kindergarten-Primary Education—Biological and Physical Science, English, Art.....Leon
- Steele, Juanita A.—Kindergarten-Primary Education—History, Art, Biological and Physical Science.....Audubon
- Steinkamp, Robert G.—English—Speech, History....Seymour, Indiana
- Stephens, Myrla—Kindergarten-Primary Education—Biological and Physical Science, English, Mathematics.....Washington
- Stevens, Mary Jeanette—Kindergarten-Primary Education—Art, Earth Science, History.....New Hartford
- Stiniker, Raymond L.—Mathematics—Agriculture, Physics....Hayfield
- Stoner, Corinne M.—Art—English, Speech.....Waterloo
- Talcott, Joyce—Kindergarten-Primary Education—History, English, Biological and Physical Science.....Webster City
- Thompson, Edna—Kindergarten-Primary Education—Biological and Physical Science, English, Music.....Hopkinton
- Tuttle, Helen M.—Commercial Education—English.....Postville
- Watanabe, Lillian S.—Elementary Education—Music, English, Biological and Physical Science.....Wailuku, Maui, Hawaii
- Williams, Doris Marguerite—School Music (Piano)—English...Hedrick
- Worley, Roberta B.—Kindergarten-Primary Education—English, Biological and Physical Science, History.....Waterloo
- Zenor, Louise—Elementary Education—Earth Science, English, Biological and Physical Science.....Madrid
- Zoller, Carlotta E.—Kindergarten-Primary Education—English, Earth Science, Biological and Physical Science....Fredericksburg

## Two-Year Curricula

### Curriculum for Teachers in Grades above the Primary November, 1941

- Marian Louise Harris.....Morning Sun
- Mildred L. Middleton.....Coon Rapids
- Donna M. Temple.....Ute

### March, 1942

- June E. Bell.....Galt
- Dorothy C. Clausen.....Dexter
- Margaret Goodell.....Lake Park
- Betty D. Kohlhaas.....Algona
- Agnes Veronica McGrath.....Corning

## May, 1942

Leone Marie Adams.....	Manson
Mary Helen Adams.....	Missouri Valley
Kathryn Allen.....	Glidden
Grace L. Arends.....	Sanborn
Margie I. Bentley.....	Sac City
Betty Ellen Brown.....	Sigourney
Mildred T. Brown.....	Slater
Dorothy Byrnes.....	Riceville
Edith Alberta Claude.....	Woolstock
Jeanne Louise Clayton.....	Algona
Mary Lou Dempsey.....	Oelwein
Rita M. Dunn.....	Clemons
Doris Ellerbroek.....	Sheldon
Dorothy M. Fenimore.....	Numa
Ida E. Fleming.....	Garrison
Marvyl J. Guth.....	Meservey
Kathryn F. Hackbarth.....	Dows
Dorothy Ann Herzberg.....	Victor
Jean Carol Hills.....	Shell Rock
Mildred Mary Julius.....	Moorland
Mildred E. Kaisand.....	Grinnell
Maxine E. Kirby.....	Story City
Winona Viola Koefoed.....	Cedar Falls
Laverne Leisure.....	Packwood
Helen Pauline Martin.....	Waterloo
Geneva Glenn McBride.....	Dike
Marian A. Murray.....	Stockton, Illinois
Bernice Miriam Nash.....	Marble Rock
Florence Margaret Nelson.....	Gowrie
Maryon B. Nielsen.....	Belmond
Virginia A. Nissen.....	Meservey
Edna W. Onnen.....	Rockwell City
Thelma M. Rapp.....	Vinton
Lois Irene Ray.....	Jewell
Peggy June Roberts.....	Lime Springs
Jesse E. Robinson.....	Cleghorn
Virginia Lee Scarcliff.....	Udell
Althea June Schaefer.....	Lake Park
Harriett Schellinga.....	Holstein
Phyllis M. Schutt.....	Ashton
Ruth A. Simmons.....	Northwood
Opal J. Smith.....	Dunlap
Gladys Martha Sothman.....	Cumberland
Betty M. Southern.....	Mingo
Betty Berniece Thomas.....	Kenneth, Minnesota
Effie G. Tibbals.....	Chester
Iva Lee Vermillion.....	Shenandoah
Maxine Marie Vogel.....	Holland
Marjorie Wenstrand.....	Red Oak
Virginia M. White.....	Springville

## August, 1942

Arline A. Aldred.....	Sutherland
Maxine E. Anderson.....	Dumont
Alice Budlong.....	Titonka
Mary Ellen Burns.....	Lawler
Alberta Busching.....	Olin



Clara Geneva Duer.....	Ringsted
Helen Farstrup.....	Exira
Mary M. Frank.....	Harpers Ferry
Ruth Irma Frost.....	Leon
Kathleen Gappa.....	Cedar Falls
LaVaughn E. Goode.....	Milo
Mary K. Guritz.....	West Union
Lillian Birchmier Guthrie.....	Bloomfield
Alta B. Hansen.....	Rowan
June Rosalyn Harrington.....	Watkins
Mary E. Hays.....	Oskaloosa
Harriett M. Heilmann.....	Cedar Falls
Elvera L. Holland.....	Meservey
Audrey Avonna Hvolboll.....	Albert Lea, Minnesota
Betty Faye Kautenberg.....	Sioux City
Beatrice Jane Kerr.....	Hudson
Henrietta Koele.....	Hull
Lois Krieger.....	Ireton
Amanda M. Kruckenberg.....	Lowden
Ruth L. Lorenzen.....	Rockwell
Melvina J. McChane.....	LaPorte City
Helen Ruth Mills.....	Emmetsburg
Alice A. Neff.....	Mount Pleasant
Grace Irene Perkins.....	Fremont
Helen Lucille Phillips.....	Rose Hill
Phyllis Elaine Porter.....	Sac City
Viola Doris Quinn.....	Davenport
Agnes V. Refshauge.....	Cedar Falls
Ruby Evalynne Rodemaker.....	Traer
Lois Mae Scheel.....	Davenport
Virginia Secor.....	Melbourne
Doris Elnora Switzer.....	Fairfield
Grace Ilene Tomlinson.....	Casey
Dorothy Mae Walter.....	Victor
Helen Marjorie Whitman.....	Mechanicsville
Maxine M. Willmott.....	Oto

### Curriculum for Teachers in Kindergarten-Primary Grades

November, 1941

Barbara Maye Henke.....	Waterloo
Mary Virginia Herwig.....	Wadena
Mary Caroline Hill.....	Woodbine
Jeannette L. Lauman.....	Sioux Rapids
Janice Lucille Warner.....	Albert Lea, Minnesota

March, 1942

Erma Aron.....	Lidderdale
Rita Elizabeth Brown.....	Turkey River
Evalyn L. Gaedke.....	Manson
Bernice A. Hagen.....	Van Horne
Kathleen Kossack.....	McGregor
Margaret Beverly Leseney.....	Colfax
Ila Rochholz.....	Adair

## May, 1942

Junne Adams.....	Missouri Valley
Mildred Gloria Armstrong.....	Garrison
Mary Elizabeth Austin.....	Clarion
Phyllis June Barratt.....	Irwin
Donna E. Birks.....	Logan
Norma Augusta Blackledge.....	Waterloo
Katherine H. Blumgren.....	Odebolt
Laura Bollhoefer.....	Haverhill
Dolly Lorraine Bonaventure.....	Marshalltown
June Marie Bradbury.....	Calmar
Violet H. Chapman.....	Sigourney
Jeanne E. Christopherson.....	Lake Park
Laura Mae Cisna.....	Walker
Sarah Virginia Clay.....	Cedar Falls
Alice Eileen Cocking.....	Independence
Kathleen Conboy.....	Strawberry Point
Helen Laurene Coon.....	Morning Sun
Darlene M. Curtis.....	Harlan
Eleanor Beth Dove.....	Janesville
Marjorie Jean Eckhoff.....	Steamboat Rock
Doris Arlene Elwick.....	Vinton
Burlette Loella Erickson.....	Corwith
Charlotte Jane Farnum.....	Waterloo
Annetta Furnas.....	Letts
Clarice Gray.....	West Branch
Doris Faye Henningsen.....	Graettinger
Hazel Elsie Hicks.....	Lohrville
Dorothy Hoeger.....	Hawkeye
Geraldne Ruth Holdeman.....	Lone Tree
Clarice E. Hunt.....	Oelwein
Velma L. Jacobsen.....	Popejoy
Dorothy Helen Johnk.....	Hancock
Nadine L. Johnson.....	Grand Junction
Lois Georgene Julian.....	Fort Dodge
Lorna Mae Koob.....	Waterloo
Yvonne Joyce Kopp.....	Sioux City
Rita Kult.....	Coon Rapids
Ruth LaVerne Kurtz.....	Fort Dodge
Aileen Lucille Larsen.....	Keokuk
E. Mae Latchaw.....	Wilton Junction
Esther Hildred Lien.....	Kanawha
Kathryn Ann Luwe.....	Wellsburg
Kathleen Magee.....	Fairbank
E. Josephine McDonald.....	Moravia
Helen Louise Meyer.....	Wellsburg
Gladys Vera Miskimins.....	Riceville
Elaine Moody.....	Burlington
Eva Marie Myers.....	Remsen
Irene Berniel Plotner.....	Gowrie
Polly Young Prichard.....	Storm Lake
Helen A. Rasmussen.....	Inwood
Elsie Jeanette Reimers.....	Larrabee
Lois Eileen Sander.....	Avoca
Florence L. Schlicher.....	Donnellson
Virginia Norine Shannon.....	Waterloo
Dixie Shawver.....	Knoxville
Martha Irene Shifflett.....	Diagonal
Virginia Ruth Spry.....	Sergeant Bluff

Erma I. Stainbrook.....	Brandon
Laura Mae Steddom.....	Mason City
Doris Jean Stevenson.....	Waterloo
Hester Storey.....	Cedar Falls
Zaida Sutton Swan.....	Ida Grove
Millicent Virginia Thompson.....	Waterloo
Mary Beth Timmerman.....	Sheffield
Lois Winnifred Tyler.....	Riceville
Kathryn H. Vacha.....	Washington
Margaret Lorraine Van Hooser.....	Fonda
Leone Ardithe Wilson.....	West Liberty
DeEtte Dell Wunder.....	Milford
Patricia A. York.....	Ladora

### August, 1942

Marjorie Andersen.....	Stanhope
Darlene L. Andrews.....	Melbourne
Emma June Azeltine.....	Latimer
Margaret Ann Beardsley.....	Algona
Vivian Boyack.....	Afton
Esther M. Burkart.....	Estherville
Ruth Ellen Caldwell.....	Kanawha
Lois A. Crummer.....	Pocahontas
Alice Cornelia Culbertson.....	Waterloo
Dorothy Elizabeth Dixon.....	Knoxville
Alice D. Duhrkopf.....	Sumner
Barbara Dunlop.....	Jefferson
Ardys Jeanette Erdal.....	Rake
Clara L. Ergenbright.....	Atlantic
Mary E. Goodell.....	Vinton
Ruth E. Gorman.....	Auburn
Nola Lucille Hamm.....	Clarinda
Helen Marie Hart.....	Swaledale
Hazel E. Humes.....	Independence
Margaret L. Jensen.....	Corning
Ruth Ramona Johnson.....	Buffalo Center
Beth Marna Jongewaard.....	Sioux Center
Lois Kendall.....	Cedar Falls
Shirley A. Kuhn.....	Tipton
Marion W. Marshall.....	Milton
Winnifred Maxine McMillan.....	Elgin
Dorothy Mae Moos.....	Marshalltown
Ruth Elaine Morton.....	Onawa
Marian Iris Patterson.....	West Union
Rosemary E. Rash.....	Monona
Gwendolyn L. Reed.....	Farnhamville
V. Jean Schramm.....	Wall Lake
Martha Semm.....	Plainfield
Adeline Taylor.....	Van Meter
Mildred Jean Vigars.....	Eldora
Bernadette Walsh.....	Cedar Rapids
Wilma Sophia West.....	Corydon
Muriel Elaine Wood.....	Alden



## Number Receiving Degrees and Diplomas

November, 1941, to August, 1942

	Men	Women	Total
1. The degree of bachelor of arts.....	71	187	258
2. Two-year diplomas			
a. For teachers in the grades above the primary..	0	99	99
b. For teachers in the kindergarten-primary grades	0	121	121
	<hr/>	<hr/>	<hr/>
Total number of graduates.....	71	407	478

# Summary of Attendance

June 4, 1941, to June 1, 1942

## Classes of Students

	Men	Women	Total
Students with baccalaureate degrees.....	29	38	67
Undergraduate students on degree curricula			
Seniors .....	148	330	478
Juniors .....	133	407	540
Sophomores .....	164	171	335
Freshmen .....	225	262	487
Total on degree curricula.....	670	1170	1840
Students on two-year curricula			
Second-year students			
Curriculum for teachers in grades above the primary .....	6	197	203
Curriculum for teachers in kindergarten-primary grades.....	0	199	199
First-year students			
Curriculum for teachers in grades above the primary .....	8	253	261
Curriculum for teachers in kindergarten-primary grades.....	0	268	268
Total on two-year curricula.....	14	917	931
Students on one-year curriculum for teachers in rural schools.....	3	86	89
Students registered for twelve weeks of normal training and not on a curriculum.....	6	115	121
Special music students not on a curriculum.....	2	27	29
Special music students past 16 years of age and not high school graduates .....	4	18	22
Visitors .....	0	11	11
Total in residence.....	728	2382	3110
Students in extension work			
Correspondence work.....	31	513	544
Extension class work.....	2	18	20
Total in extension work.....	33	530	563
Grand total exclusive of duplicates and of pupils in the training school.....	754	2801	3555

## Attendance by Quarters

	1941-42		Total
	Men	Women	
Summer quarter			
Twelve-week session.....	207	966	1173
Six-week session.....	10	449	459
Total for summer quarter.....	217	1415	1632
Fall quarter.....	513	989	1502
Winter quarter.....	471	954	1425
Spring quarter.....	421	929	1350
Total for fall, winter, and spring quarters, exclusive of duplicates.....	576	1126	1702
Total in residence exclusive of duplicates and of pupils in the training school....	728	2382	3110

## Pupils in the Training School and in Affiliated Schools

	Boys	Girls	Total
Campus Training School .....	200	207	407
Affiliated schools in classes taught by students			
Hudson			
Primary grades.....	26	21	47
Intermediate and upper grades.....	52	57	109
High school.....	51	47	98
Waterloo, East			
Primary grades.....	29	27	56
Intermediate grades.....	25	19	44
Junior high school.....	158	165	323
Waterloo, West			
Primary grades.....	53	45	98
Intermediate grades.....	50	49	99
Rural demonstration school.....	6	4	10
Total in training schools.....	650	641	1291



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# HOW TO APPLY FOR ADMISSION

Prospective students are urged to fill out the application blank below and send it to the Registrar as early as possible. Early attention to this matter will enable the Registrar's office to evaluate the student's credits, to inform him concerning any entrance deficiencies, and to inform the student in case there are any conditions surrounding his work.

For students from other states and for students who have attended other colleges it is practically essential that application be made early. Residents of Iowa who are graduates of Iowa high schools will find it definitely to their advantage.

## Iowa State Teachers College

Cedar Falls, Iowa

### APPLICATION FOR ADMISSION

Date \_\_\_\_\_ 194 \_\_\_\_\_

1. Print name in full

C  
H  
E  
C  
K { Mr. ☐  
Mrs. ☐  
Miss ☐

\_\_\_\_\_  
Last Name First Middle

2. Home address: Street and Number or R. F. D. \_\_\_\_\_

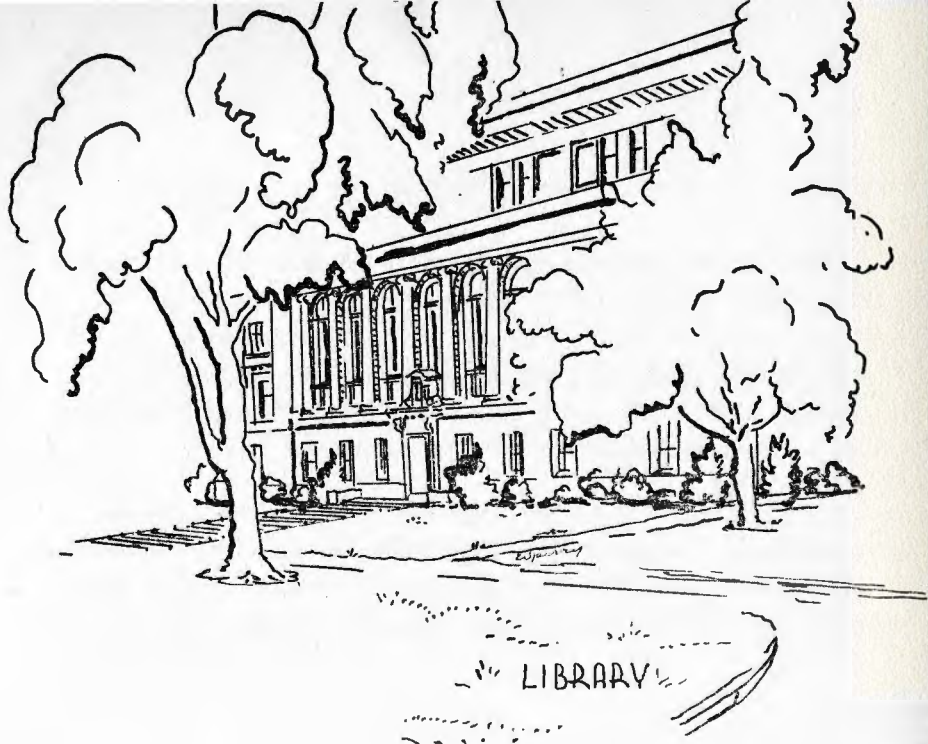
City \_\_\_\_\_ State \_\_\_\_\_

In what county do you live? \_\_\_\_\_

3. Name of parent or guardian \_\_\_\_\_

Address of parent or guardian \_\_\_\_\_

(PLEASE SEE REVERSE SIDE)



(APPLICATION FOR ADMISSION, Continued)  
(SEE REVERSE SIDE)

4. Date of birth \_\_\_\_\_
5. Graduate of what high school \_\_\_\_\_ Year \_\_\_\_\_
6. Other high schools attended \_\_\_\_\_
7. Have you asked the principal of the high school from which you were graduated to send us a certificate of high school credits? \_\_\_\_\_  
  
If you were graduated from a high school outside of Iowa please write us for a blank on which to record high school credits.
8. What other colleges have you attended? \_\_\_\_\_
9. Have you asked each college attended to send us an official transcript of your record? \_\_\_\_\_
10. When do you wish to enter? \_\_\_\_\_
11. What course do you plan to take? \_\_\_\_\_

